

# St John the Baptist Primary School

## Art Policy

### INTENT

At St Johns we ensure that all children have access to a range of high quality art experiences whatever their background or ability. Our curriculum, driven by our gospel values, will ensure that art and design education should engage, inspire and challenge pupils and equip them with the necessary knowledge and skills to produce their own works of art, craft and design. Art in the school is linked closely to other areas of the curriculum enabling children to enjoy, participate and develop their skills and knowledge creatively in all subject areas.

The National Curriculum States:

*Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should*

*be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## EYFS

During the Early Years Foundation Stage, the essential building blocks of children's expressive arts and design capability are established. There are many opportunities for children to express themselves through art and design activities within the EYFS curriculum.

By the end of EYFS children should be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through art.

## **KS1**

In Key Stage 1 children will be given a variety of opportunities to express themselves creatively through various contexts. Through the skills and knowledge (Appendix 1) of drawing, painting, collage, printing, photography, textiles and 3D work children gain the confidence to produce a range of creative work.

By the end of KS1 children should be able to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences

and imagination

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **KS2**

In Key Stage 1 children will be given a variety of opportunities to express themselves creatively through various contexts. Through the skills and knowledge (Appendix 1) of drawing, painting, collage, printing, photography, textiles and 3D work children gain the confidence to produce a range of creative work. As the children progress they will be able to analyse and evaluate work of artists, their own work and that of their peers to develop their own work.

By the end of KS2 children should be able to:

- create sketch books to record their observations and use them to review and revisit

ideas

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

## **IMPLEMENTATION**

Below is the Long Term Art Planning for the school from which individual teachers produce medium term planning for their own classes. These medium term plans cover all the knowledge and skills from the Art Progression of Knowledge and Skills document (Appendix 1).

	CLASS 1 - YEAR A		
TERM	KNOWLEDGE AND SKILLS		LINKS TO THE WIDER CURRICULUM
AUTUMN	PAINTING	Colour Mixing:- EYFS - Use a variety of tools to spread paint. Explores making marks on a variety of papers. Experiments with and enjoys colours. Y1 - Names all of the colours.	<b>Geography</b> - hot and cold places - produce paintings of hot and cold colours. Link to Artist Mondrian.



	<p><b>COLLAGE</b></p> <p>Cuts materials for collage. Sorts textiles in specific ways.</p> <p>EYFS - Handles different materials from a class "bit box". Be able to manipulate materials by scrunching, folding, tearing. Y1 - Select and sorts, cuts, tears, stitches and discusses materials. Use a variety of material to create an image.</p> <p><b>PHOTOGRAPHY</b></p> <p>EYFS - Becomes aware of photograph as an art form. Collects photographs on a theme. Y1 - Be aware there are famous photographers. Develop an awareness of scale, perspective, movement and colour.</p>	<p><b>History</b> - Castle and Sun collage linked artist - Paul Klee.</p> <p><b>Geography</b> -Local area collage</p> <p><b>History</b> - Castle photography</p>
<b>CLASS 1 - YEAR B</b>		
<b>TERM</b>	<b>KNOWLEDGE AND SKILLS</b>	<b>LINKS TO THE WIDER CURRICULUM</b>
<b>AUTUMN</b>	<p><b>DRAWING</b></p> <p>EYFS - Begin to use a variety of drawing tools. Make marks, signs and symbols on a variety of paper. Use lines and curves to express objects. Y1 - Extend the variety of drawing tools. Uses observation to draw. Explores tone, using different grades of pencils, chalk and pastel.</p> <p><b>PAINTING</b></p> <p>EYFS - Use a variety of tools to spread paint. Explores making marks on a variety of papers. Experiments with and enjoys colours. Y1 - Names all of the colours.</p>	<p><b>History</b> - Link to Guy Fawkes Fireworks drawing. Linked artist - Andy Goldsworthy.</p> <p><b>Geography</b> -Create weather charts for all four seasons. Link to artist - Monet</p>



















		<p>Y6 - Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Be expressive and analytical to adapt, extend and justify their work.</p> <p>Applies knowledge of different techniques as a form of expression.</p>	
	<b>CLASS 3 - YEAR B</b>		
<b>TERM</b>	<b>KNOWLEDGE AND SKILLS</b>		<b>LINKS TO THE WIDER CURRICULUM</b>
<b>AUTUMN</b>	<p><b>3D</b></p> <p>Y4 - Compares and recreates form and shape to natural and man-made environments. Plan, design, make and adapt materials. Shows an awareness of texture, form and shape by recreating an image in 3D.</p> <p>Y5 - Use recycled natural and man-made materials to create sculpture. Shape, form, model and join materials. Creates 3D sculptures from observation or imagination.</p> <p>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p> <p><b>PHOTOGRPAHY</b></p> <p>Y4 - Experiences the effect of light and magnification on transparencies. Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.</p> <p>Y5 - Is aware of the processes involved in developing photographs and slides.</p>	<p>Y4 - Compares and recreates form and shape to natural and man-made environments. Plan, design, make and adapt materials. Shows an awareness of texture, form and shape by recreating an image in 3D.</p> <p>Y5 - Use recycled natural and man-made materials to create sculpture. Shape, form, model and join materials. Creates 3D sculptures from observation or imagination.</p> <p>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p> <p>Y4 - Experiences the effect of light and magnification on transparencies. Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.</p> <p>Y5 - Is aware of the processes involved in developing photographs and slides.</p>	<p><b>History</b> - Create a Roman mosaic. Make a roman pot.</p> <p><b>Geography</b> - Make a 3d model of a human and physical feature of the local area.</p> <p><b>Science</b> - Look at photographs using light. Build a pinhole camera.</p> <p><b>Geography</b> - Look at local area images with different light effects, produce an image using light effects. <b>Linked Artists</b> - Paul Barclay and Simon Drew.</p>







		<p>Experiment with using Batik.</p> <p>Select and use materials for a specific outcome.</p> <p>Y6 - Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Be expressive and analytical to adapt, extend and justify their work.</p> <p>Applies knowledge of different techniques as a form of expression.</p>	
	<b>CLASS 3 - YEAR C</b>		
<b>TERM</b>	<b>KNOWLEDGE AND SKILLS</b>		<b>LINKS TO THE WIDER CURRICULUM</b>
<b>AUTUMN</b>	<p><b>3D</b></p> <p>Y4 - Compares and recreates form and shape to natural and man-made environments. Plan, design, make and adapt materials. Shows an awareness of texture, form and shape by recreating an image in 3D.</p> <p>Y5 - Use recycled natural and man-made materials to create sculpture. Shape, form, model and join materials. Creates 3D sculptures from observation or imagination.</p> <p>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p> <p><b>COLLAGE</b></p> <p>Y4 - Match the tool to the material. Develop an awareness of contrasts in texture and colour. Decide on the best adhesive for the given task.</p> <p>Y5 - Use a range of media to create collage.</p>	<p>Y4 - Compares and recreates form and shape to natural and man-made environments. Plan, design, make and adapt materials. Shows an awareness of texture, form and shape by recreating an image in 3D.</p> <p>Y5 - Use recycled natural and man-made materials to create sculpture. Shape, form, model and join materials. Creates 3D sculptures from observation or imagination.</p> <p>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</p> <p>Y4 - Match the tool to the material. Develop an awareness of contrasts in texture and colour. Decide on the best adhesive for the given task.</p> <p>Y5 - Use a range of media to create collage.</p>	<p><b>History</b> - Make a Bronze Age necklace. Make a Bronze Age pot.</p> <p><b>Science</b> - Use Rocks to make cave paintings.</p> <p><b>Geography</b> - Create a National Park collage.</p>

	PHOTOGRAPHY	<p>Experiment with using Batik.  Select and use materials for a specific outcome.  Y6 - Use different techniques, colours and textures when designing and making pieces of work.  Be expressive and analytical to adapt, extend and justify their work.  Applies knowledge of different techniques as a form of expression.</p> <p>Y4 - Experiences the effect of light and magnification on transparencies.  Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.  Y5 - Is aware of the processes involved in developing photographs and slides.  Create a flick book to give the impression of movement.  Y6 - Creates simple images on photographic paper by placing shapes and objects on paper and fixing.  Build a pinhole camera and uses it to explore close-up and distant images.  Uses ICT to create simple images.</p>	<p><b>Geography</b> - Use National Parks photographs to create collages on a theme.</p> <p><b>History</b> - Make a slide show presentation about the Bronze Age using photographic images.</p>
SPRING	TEXTILES	<p>Y4 - Use a wider variety of stitches.  Observation and design of textural art.  Experiment with creating mood, feeling and movement.  Y5 - Use stories, music and poems as stimuli.  Use Plaiting, stapling, stitching and sewing techniques.  Study artists using textiles.  Y6 - Cut and stitches patterns.  Develop experience in embellishing.</p>	<p><b>Geography</b> - Make a river toothpaste Batik  <a href="https://kinderart.com/art-lessons/textiles/toothpaste-batik/">https://kinderart.com/art-lessons/textiles/toothpaste-batik/</a></p> <p><b>History</b> - Make an Anglo-Saxon brooch.</p>



		Use different methods and techniques to reflect mood. Y6 - Explore the effect of light, colour, texture and tone. Colour for different purposes. Work independently to paint on paper and fabric.	
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## **ASSESSMENT**

Assessment is a vital tool in the teaching of Art, designed to monitor children's progress and measure attainment. Assessment is used to inform future planning and to provide information about pupils throughout their time in school. Assessment is used by teachers to assess the on-going process and not just the finished products or outcomes. At the end of each unit of work teachers will complete the Art Assessment grids (Appendix 2). Class Teachers will keep records of work carried out through the use of sketchbooks, examples of work and photographs.

## **IMPACT**

- Children will experience a broad and balanced art curriculum with emphasis on the development of knowledge and skills.

- Children will experience art through other areas of the curriculum.
- Children will make at least good progress in Art.
- Children will become creative learners, who have a web of knowledge about the great artists of the world.
- Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created.
- Children will be confident in talking about their learning through discussing their thoughts, ideas and processes as well as evaluations of their work.
- Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.