

# WINGROVE PRIMARY SCHOOL



## Policy Statement for Art and Design

Subject leader: Jan McCarthy  
Date formulated: April 2005  
Date reviewed: November 2021  
Date for review: June 2022

## **Intent**

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, working both independently and collaboratively with others. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. At Wingrove, we also believe that high-quality art lessons will inspire children to think innovatively and develop creative procedural understanding, which they will then be able to apply to other curriculum subjects. They will also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Implementation**

The National Curriculum for Art and Design describes what must be taught in Key Stages One and Two. In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum. Every teacher at Wingrove follows these programmes of study embedded in a creative curriculum in which meaningful links are made to all other areas of study.

Each half term, teachers create philosophical questions such as 'Does adversity make us stronger?' in year 5, which then inspire the planning and teaching of all curriculum subjects, including art guided by the National Curriculum objectives. In conjunction with our valuing of Equal Opportunities, art from many heritages is considered. This supports the children's rounded perspective and their holistic learning journey which we aim to achieve at Wingrove.

Our Art and Design curriculum is accessible to all and provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. They are introduced to a range of global works and develop knowledge of the styles and vocabulary used by famous artists. As much as possible, children are given the opportunity to visit and work with museums and galleries in the North East. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to be creative, reflect on and explore topics in greater depth. It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Children should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project. Our aim is to ensure that children feel confident approaching artwork, feel a strong sense of achievement, value the impact of art and are able to reach their full potential.

## **The National Curriculum**

### **Subject content**

#### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- 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.

#### **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ;
- about great artists, architects and designers in history.

Planning is undertaken at three levels:

**Long term** planning is based on the yearly teaching programmes set out in the National Curriculum.

**Medium term** planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the chosen themes to ensure a balanced Art and Design curriculum.

**Short term** planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources and any key vocabulary or questions. Each lesson ends with an evaluation of the work undertaken or produced.

Medium and short term planning is monitored by subject leaders and the Head Teacher.

## **Cross Curricular Links**

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. This in particular plays a major role in the teaching of Art and Design. It provides a unique approach to accommodating artistic temperament in cross curricular links to other curriculum subjects.

## **Teaching Methods and Approaches**

Lessons follow a logical format with an introduction, direct teaching, main activity and plenary. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them. Recording of observations and ideas in a sketch book is an essential part of the learning process.

The teaching at Wingrove provides opportunities for:

- Group work;
- Paired work, including mixed ability and similar ability pairs;
- Whole class teaching;
- Individual work.

The pupils engage in:

- The development of mental skill and strategy;
- Written recording;
- Practical work;
- Investigational work;
- Problem solving;
- Art and Design focussed discussion;
- Consolidation of basic skills and routines.

At Wingrove School we recognise the importance of establishing a secure foundation in Art and Design and of teaching and using vocabulary appropriate to the task. We endeavour to set work that is challenging, motivating and which encourages the pupils to talk about what they have been doing.

## **Organisation**

In the Foundation Stage Art and Design, as part of creativity as a whole, plays an important role in the curriculum. Creative activities are available at all times in the school day and for at least one session per day will be teacher led.

In both KS1 and KS2 Art and Design lessons are held weekly.

Differentiation in Art and Design takes place through outcome, or by task across the school.

## **Display**

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Art and Design has a key role in creating exciting and motivating two and three-dimensional display work. This is emphasised in the

displays in classrooms, halls and corridors in the school. Displays are changed regularly and strive to be colourful, informative and of a high standard.

## **Impact**

At Wingrove we are continually assessing our pupils and recording their progress. Each child's development in acquisition of skills and knowledge in art and design. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. Assessments are carried out on three levels:

**Short term** assessments are an informal part of every lesson. Assessment at this stage tends to be by outcome. Children are encouraged to evaluate their own work and to be critical. This aims to inform the pupil and the teacher as to where progression may be made.

**Medium Term** assessments are carried out half-termly. Assessment is made of each piece of work by the teacher in relation to the key objectives of the unit. Acquisition of specific skills is assessed and recorded on the skills grid (see Appendix 1) Photographic evidence may be used if the work is three-dimensional. The evidence of this work will also be compared to the attainment levels of the National Curriculum. See Appendix 2 and 3. Working sketch books provide an invaluable opportunity to observe progression in skills.

**Long term** assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

## **Reporting**

All parents receive an annual written report that includes a summary of their child's progress in Art and Design within the Creative Curriculum over the year.

## **Resources**

Resources for Art and Design are stored in the Art store room off the library. Materials are reviewed annually and updated from evaluations. The subject leader orders the materials required within the budget allocation and in consultation with colleagues.

## **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in Art and Design. We aim to take into account cultural background, race, religion, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

### **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

### **More Able Pupils**

More able pupils will be taught within the appropriate peer group. They are extended through differentiated work and encouraged to apply newly developed skills in other context to reinforce the mastery curriculum.

### **Homework**

Homework in Art and Design is not prescribed and is given at the discretion of each teacher. This may occur in a cross-curricular link with another subject.

## Appendix I

| Key Objectives<br>Based on<br>National<br>Curriculum   | Year | Skills and Techniques  |  |   |   |   |  | Artists  | Term and<br>Unit<br>Covered |
|--|------|--|--|---|---|---|--|--|-----------------------------|
|  |      | Drawing  | Painting   | Printing  | Collage   | Textiles  | 3D form  |  |                             |
| <p>To use a range of materials creatively to design and make products;<br/>To use drawing, painting and sculpture to develop and share my ideas.<br/>To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space.<br/>To know about the work of artists, craftspeople and designers in history.</p> | 1    | I can use a variety of tools including brushes, pens, pencils, crayons, pastels.<br>I can explore the use of colour, line and shape.                         | I can use different brush sizes.<br>I can mix and match colours to objects.  | I can make marks in print with natural and manmade objects.<br>I can make rubbings.<br>I can create a pattern and recognise pattern in the environment. | I can use magazines, crepe paper etc. to create an image                                    | I can thread a needle, cut, glue and trim material.<br>I can weave and finger knit.   | I can roll, knead and shape clay.<br>I can construct and join recycled, natural and man-made materials.  | <p>Explore the differences and similarities within the work of artists, craftspeople and designers from different cultures. Describe the artwork of artists such as <i>Jackson Pollock, Paul Klee, Kandinsky (colour), Pablo Picasso (collage)</i> Consider specific works such as <i>Richard long's 'Mud Hand Circle' (printing)</i> Use work of artists such as <i>Anthony Gormley, Louise Bourgeois, Jean Arp</i></p> |                             |
|  | 2    | I can layer different media<br>Eg crayons, pastels felt tips etc<br>I can draw still life objects.<br>I can experiment with line, shape, colour and pattern. | I can name different types of paint and their properties.<br>I can mix a range of secondary colours. I can choose the correct brush for the correct scale. | I can print using a variety of materials, objects and techniques.<br>I can design a more complex repeating pattern.                                     | I can make a simple mosaic.<br>I can use a range of materials to create a textured collage. | I can tie dye fabric and use fabric crayons.<br>I can stitch, knot and fold fabric to create an effect.<br>I can applique fabric to fabric. | I can mould clay to create a purposeful object eg a thumb pot, coil pot.<br>I can use tools and materials safely.<br>I can experiment with recycled, natural and man-made materials. |  |                             |

|  |   |   |  |   |   |   |  |   |  |
|--|---|---|--|---|---|---|--|---|--|
| <p>To create and use a sketch book for observation and to review and revisit ideas.</p> <p>To suggest improvements to my own work.</p> <p>To improve mastery of techniques including drawing, painting and sculpture with a range of materials.</p> <p>To know about great artists, architects and designers in history.</p> | 3 | <p>I can experiment with different grades of pencil.</p> <p>I can plan, refine and alter my drawings.</p> <p>I can use different media to develop line, texture, tone, colour, shape and pattern.</p> | <p>I can mix a variety of colours and know which primary colours make secondary colours.</p> <p>I can describe colours accurately.</p> <p>I can work confidently on a range of scales.</p> <p>I can experiment with different effects.</p> | <p>I can print using a printing block I have created using a relief or impressed method.</p> <p>I can print with two colour overlays.</p> | <p>I can cut complex shapes from a range of materials with increasing accuracy.</p>     | <p>I can use contrasting colours in stitching and weaving.</p> <p>I can create different textural effects.</p> <p>I can match the tools to the materials I am going to use.</p> | <p>I can plan, design and make models from observation or imagination.</p> <p>I can join clay adequately and construct a simple base for extending and modelling other shapes.</p> | <p>Explore the differences and similarities within the work of artists, craftspeople and designers from different cultures.</p> <p>Use the work of artists to replicate ideas or inspire own work</p> <p><i>Eg Hockney (photo montages)</i></p> <p><i>Bridget Riley - patterns/optical illusions</i></p> <p><i>Abstract paintings by Picasso (colour)</i></p> |  |
|  | 4 | <p>I can choose appropriate paper and media.</p> <p>I can describe changes in my work using art vocabulary.</p> <p>I can collect images and information independently in a sketchbook.</p>            | <p>I can make and match colours with increasing accuracy.</p> <p>I can use more specific colour language.</p> <p>I can plan and create different effects and textures with paint.</p>  | <p>I can select the materials I want to print with in order to get the effect I want.</p> <p>I can use resist printing.</p>               | <p>I can tear, overlap and layer materials to create images and represent textures.</p> | <p>I can cut and apply fabrics and thread with some accuracy.</p> <p>I can weave using a wide range of materials.</p> <p>I can experiment with batik.</p>                       | <p>I can create surface patterns and textures in a malleable material.</p> <p>I can use papier mache to create a simple 3D object.</p>   |   |  |



|  |   |   |  |   |  |   |   |  |  |
|--|---|---|--|---|--|---|---|--|--|
|  | 5 | I can work independently for a sustained time from observation, experience and imagination. I can explore colour mixing and blending techniques with coloured pencils.            | I have a secure knowledge of primary, secondary, warm and cold, complementary and contrasting colours. I can create imaginary work from a range of sources.                        | I can explain a couple of techniques, such as resist printing. I can build up layers, colours and textures. | I can add materials to a painted, printed or drawn background.   | I can use plaiting, pinning, stapling, stitching and sewing techniques. I can use different grade needles and threads to produce more complex patterns. | I can shape, form, model and construct from observation or imagination. I can use recycled, natural and man-made materials to create sculpture. | Explore the differences and similarities within the work of artists, craftspeople and designers from different cultures.<br><br>Use the work of artists to replicate ideas or inspire own work<br><i>Eg Georgia O'Keefe flowers showing use of line or William Morris detailed tiles.</i><br><i>Cornelia Parker - sculpture</i><br><i>Seurat- pointillism</i><br><i>Andy Warhol - Pop Art to represent popular objects from current culture.</i><br><i>Marc Quinn as well as sculptures from Aztec and Benin</i> |  |
|  | 6 | I can use a wide variety of ways to make different marks using wet and dry media. Continue to experiment with line, tone, pattern, texture, form, space, shape, colour and shape. | I can create shades and tints of black and white. I can choose appropriate paint, paper and implements to create my work. I am beginning to understand how paintings are composed. | I can print on paper and fabric. I can choose inks and overlay colours.                                     | I can use a range of techniques, colours and textures when designing and making. I can adapt, extend and justify my work. I can understand the potential of the uses of materials. | I can use a range of techniques, colours and textures when designing and making. I can adapt, extend and justify my work.                               | I can model clay using slabs, coils, slips. I can make a mould and use plaster safely.  |  |  |