

Jesse Gray Primary Art Policy



March 2022

Head Teacher Signature:	
Date Adopted:	
Review Date:	June 2022

Art and Design at Jesse Gray Primary School

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.

At Jesse Gray our 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.
- all children will build upon their natural pleasure in visual communication
- artistic creation is a pleasurable activity which can provide fulfilment throughout life
- find enjoyment in creative art and see themselves as artists
- find a sense of purpose, achievement and fulfilment in artistic expression
- develop skills to use a range of materials and techniques competently
- feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- learn to study and record the world around them analytically
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others

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.

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]
- learn about great artists, architects and designers in history.

Teaching and Learning

The emphasis in our teaching of art is on practical experience and we encourage children increasingly to have autonomy of their own learning. The teaching repertoire will include whole class introductions and conclusions, demonstrations and evaluation, together with teaching inputs to small groups and with individual children. Teachers will ensure that children understand the purpose of each task and the ways in which these will contribute to the overall aim. There will be a teaching emphasis on the development and acquisition of appropriate art vocabulary and language.

Children will be encouraged to explore and experiment with materials and techniques in order to develop their own ideas, involving first hand experience wherever possible. Teachers will offer guidance and support and will encourage children to discuss their work and share their experiences and discoveries with the whole class.

Increasingly, children will be involved in the self-evaluation of their work in the same way that they look at and comment on the work of artists. Teachers will provide a model of good practice through the discussion of successful outcomes.

Teaching Assistants support learning by:-

- in the classroom by preparing materials and supervising group activities
- on outings to museums and galleries

Dyslexia

Art, Craft & Design subjects provide many dyslexic pupils with an opportunity to excel, since many think in pictures rather than words. The dyslexic differences that make reading, writing, and spelling difficult often result in high ability where perception is important and individual interpretation is required. Dyslexic people often become very successful in the fields of: • Architecture • Engineering • Interior or exterior design • Carpentry • Mechanics • Graphic design • Painting/drawing/sculpture • Photography. At Jesse Gray we know our dyslexic children and offer them opportunities in art lessons and cross curricular areas to evidence their results in a creative way.

Differentiation

Teaching in art should address the fact that **all** children, regardless of their academic ability, will develop their artistic proficiency to make images and learn to apply skills at different rates. Therefore most activities will be open-ended and planned differentiation will be by outcome. There may also be times when individual needs are met through differentiated tasks. Both approaches should be used as appropriate based on the teacher's professional judgement and knowledge of **all** children.

Equal Opportunities

The whole school policy on equal opportunities will apply to all activities in Art. In particular the art programme will be planned to ensure opportunities for children to study the work of both male and female artists and from a range of cultures.

Computing Pupils will have access to a variety of programs to be used in conjunction with topic work and to create cross curricular links.

Assessment, Recording and Reporting

- continuous assessment for learning strategies are conducted by teachers during all art lessons.
- formal assessments are made to correspond with medium term plans at KS2
- a yearly progress report is sent to each parent at the end of the school year

Health and Safety issues in Art

- use of materials, tools and techniques in accordance with health and safety requirements
- appropriate storage of tools and materials

Displays and Presentation

Our school regards the display and presentation of both visual stimulus and children's work as an imperative element of teaching and learning.

Achievement in Art is celebrated by displays of work, by presentation in assemblies and celebrations and on Parents Evenings.

The Role of Subject Leader

The Art leader's role is to monitor and lead progress in Art throughout the school. It is their responsibility to keep up to date on developments in Art and to disseminate information to colleagues as appropriate. The subject leader should also liaise with clerical staff in the purchasing of central art resources and the employment of these resources.

ART Learning Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Know how to draw using, different media.</p> <p>Know how to draw simple objects e.g house, cat, family.</p>	<p>Know how to draw lines of different shapes and thickness using 2 different grades of pencil.</p> <p>Know how to use different media to make lines, wavy, straight, zig-zag, thick, thin, narrow, and wide.</p>	<p>Know how to create different tones using different grades of pencil, pastel, charcoal and chalk.</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Know how to use different shading techniques to give depth and texture to a drawing.</p> <p>Know how to show facial expressions in their drawings.</p> <p>Know how to suggest improvements to their work by keeping notes.</p>	<p>Know how to use pencil, chalk, pastel and charcoal to organise line, tone, shape and colour to represent things seen.</p> <p>Know how to identify and draw simple objects and use marks and lines to produce texture.</p> <p>know how to explain their choice of specific materials to draw with and express likes and dislikes.</p>	<p>Know how to identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading</p> <p>Know how to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Know how to experiment with drawing techniques to support their observations and make notes to suggest how they might develop their work further.</p>	<p>Know how to show greater emphasis to detail, e.g. architecture, facial expression, folds on clothing, proportion.</p> <p>Know how to explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques.</p>
Suggested Artists and Craft	Kandinsky pastel circle tree	Pablo Picasso The owl. The camel , the dog. P22 Pr Art and D Jackson Pollock	Vincent Van Gogh, fishing boats. Mark making. Pablo Picasso – the pigeon Giuseppe Arcimboldo - food	Vincent Van Gogh Self portrait Cave drawings Images from Lascaux p 26 Pr art and d	Lowry His local environment compared to ours.	Still life art Roy Lichtenstein Pablo Picasso Wayne Thiebaud Giorgio-Morandi	Architecture /designers Leonardo de Vinci Gaudi Zaha Hadid

IT	Use a simple painting IT program to create a picture.	Use a simple painting IT program to create a picture.	Use simple IT mark-making tools, e.g. Brush and pen tools. Take images using the camera and edit.	Use the printed images they take with an ipad and combine them with other media to produce art work.	Create a piece of art work which includes the integration of digital images they have taken. Use IT programs to create a piece of work that includes their own work and that of others.	Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.	Use software packages to create pieces of digital art to design.
Programmes	Sketches Doodle buddy Sketch tree NGA kids art zone	Sketches Doodle buddy NGA kids art zone	Sketches Doodle buddy NGA kids art zone	Sketches Doodle buddy NGA kids art zone	Sketches Doodle buddy NGA kids art zone ICT and collage	ICT and Collage P 130 photos in my painting. Doodle buddy NGA kids art zone Snap seed	Sketches Doodle buddy NGA kids art zone Snap seed

Painting	Know how to hold a paintbrush. Explore with colour and how colour can be changed. Know the names of primary colours. Know how to match, choose and	Know how other artists have used colour, pattern and shape. Know how to create a piece of work in response to another artists work. Know how to mix paints to	Know how to use paint to create all the secondary colours. Know how to mix their own brown and make tints by adding white. Know how to use colour and	Know how to compare the work of different artists. Know how to make notes on their sketch books about techniques used by artists. Know how to express feelings about a subject	Know how to experiment with different styles which artists have used. Know how to create different effects by using a variety of tools and techniques such as dots, scratches and splashes.	Know how to use different tools to create mood. Know how to create perspective in their art. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Know how to convey what has inspired them	Know the different styles which artists have used. Know how to explain what their own painting style is. Know how to apply a wide range of techniques in their work and explain why they have chosen these techniques
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	mix colours	create colours. Know the names of the primary and secondary colours.	marks to express mood. Experiment with water colours, colour washes, ready mix paint etc Know how to ask sensible questions about a piece of art.	and to describe likes and dislikes. Know how to create a background using a wash. Know how to use a range of brushes to create different effects.	Know how to explain how they would improve on their original ideas	when completing their own work and explain how they would improve on their original ideas.	
Artists/Craft/designers	Kandinsky colour wheel	Claude Monet Camille on the beach. At Trouville	Warm and cold colours Henri Matisse The dessert Van Gogh Starry skies	Picasso Warhol Mogdigliani Cezane Frida Kahlo Van Gogh Mona Lisa – De Vinci Giuseppe Arcimboldo compare portraits	Compare effects of artists e.g. Pointillism art Monet/ Signac Hokusai's <i>Great Wave off Kanagawa</i>	David Hockney Georgia Okeefe	Range of styles old to modern e.g. Street art Banksy Harding Jon Burgerman https://www.youtube.com/watch?v=AAXGwE0bzj0

Printing	Know how to use different tools to make prints. e.g. rollers, sponges	Know how to create a repeating pattern. Exploring and recreating patterns and	Know how to create a print using pressing, rolling, rubbing and stamping. Know how to do monoprinting on a variety of	Know how to explore colour mixing through printing, using two colours and a variety of materials.	Know how to print onto different materials using at least four colours.	Know how to make links with printmaking and other media to help develop their work e.g fabrics, book covers and wallpaper.	Know how to Screen printing. Overprint using different colours. Know how to make a positive and a negative print
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		textures with an extended range of materials, e.g. sponges, leaves or fruit.	papers.				
Artist/ Craft/Designers	Jackson Pollock : string	Orla Kiely	Emma Bridgwater on pottery	Collage/ printing. Countryside/city Hunterwasser	Jungle/ desert plant prints Henri Matisse Henri Rousseau	Wallpapers Orla Kiely William Morris Designing a royal wallpaper	Andy Warhol : Pop art

Sculpture	Use clay and fingers to make pinches and shapes.	Know how to select and apply different materials to create raised texture. Know how to scrunch, roll and shape materials to make a 3D form .	Know how to mould form shape bond and smooth surfaces to create a 3D form e. g Make a clay pot	Know how to create texture and shape through adding layers. Know how to work collaboratively to create a large sculptural form.	Know how to use paper techniques such as origami and curling.	Know how to interpret an object into 3D Know there are different ways to finish sculpture form e.g paint, polish, glaze.	Know the properties of a range of different sculptural materials e.g famous sculptures. Know how to create models in different scales.
Artist Cross Cu	Hedgehogs Kandinsky colour circle	Andy Goldsworthy	Emma Bridgwater	Hunterwasser	Rebecca Emberley		Sculpture for a National park Andy Goldsworthy Antony Gormley Barbara Hepworth Henry Moore Niki de Saint Phalle Firebirds

Collage	Stick paper and	Know how to	Know how to	Use collage to	Use collage to	Overlap materials in a	Designing an artefact, using
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	materials.	Select, cut and tear paper and card for their collages Know how to organise and sort materials by colour. Know how to build layers of a range of materials to create an image	interpret an object through collage. Know how to overlap and overlay.	create a mood boards of ideas Know how to develop an awareness of contrasts in texture and colour.	create a mood boards of ideas Embellishing, using a variety of techniques, including drawing, and printing.	variety of ways to build an image Use collage as a tool to develop a piece in mixed media Use collage to create a mood boards of ideas	knowledge of techniques, for a specific outcome. Know how to justify why they have chosen specific materials. Know how to apply knowledge of collage and use as a tool as part of a mixed media project. Know how to express their ideas through collage.
Artist Cross Cur	Matisse	Paul Klee Castle and sun	Pigeon Collage	Art Lab P132 larger than life portraits	Hunterwasser City / countryside See deep space sparkle	ICT and collage DT Link	Andy Warhol : Pop art P116 Art lab