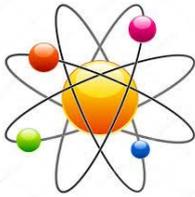




ART AND DESIGN CURRICULUM POLICY 2021-22

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|  |  |  |  |
| English | Mathematics | Science | Religious Education |
|  |  |  |  |
| Relationships, Sex and Health Education | History | Geography | Languages |
|  |  |  |  |
| Music | Art and design | Design and technology | Computing |
|  |  | | |
| Physical Education | Personal, Social and Health Education | | |

Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

Policy development

This policy was developed by the school's art coordinators, in consultation with staff, pupils and governors.

Vision

At New Haw, our art and design curriculum will inspire and give pupils the skills, conceptual understanding and knowledge necessary for them to communicate ideas and experiences from the world around them in visual and tactile ways. Through analysing works of art from different times and cultures, they will learn to appreciate, and critically engage, with the work of others, recognising different perspectives and their worth. Along with precise teaching of the vocabulary of art, careful choice of questioning will challenge thinking and, in turn, encourage children to observe closely, allowing them to articulate ideas about process and technique, formulate opinion and question what they see.

By creating links with other subject areas, such as design and technology, computing, history and PSHE, links will be made that deepen understanding across the curriculum.

We will ensure that pupils have the experience of using a range of art media and develop technical skills with a range of equipment, techniques, and processes. Through the practical nature of the subject, children's control and fine motor skills will grow. As well as developing a love of making, we will foster imagination, nurture creativity, and instil a positive sense of their place in the world. Children will be given opportunities to be experimental and take risks, but also learn resilience. They will become adept at evaluating and have the self-confidence and mastery of skill to refine and improve their outcomes.

Ultimately, we will instil in our children a sense that appreciation and enjoyment of the visual arts can enrich their lives.

Curriculum design

Curriculum Map

| Unit Overview | Term 1 | Term 2 | Term 3 |
|----------------------|------------------|--------------------|---------------|
| Year 3 | Stone age art | Portraits | Pattern |
| Year 4 | Land art | Illustration | Typography |
| Year 5 | Still life | Landscapes | Islamic art |
| Year 6 | People in action | The Jurors' Chairs | |

Rationale

Throughout key stage 2, children learn about the formal elements of art: line, shape, form, pattern, texture, colour and space, in an increasingly sophisticated way, returning to these concepts frequently in their studies. Planning builds on prior learning and pupils are taught to use and apply increasingly sophisticated art processes. They learn how to use specific techniques and materials to achieve a certain purpose. As well as being taught explicit skills, they have the opportunity to explore the wider potential of materials and, as confidence improves, they are supported to make deliberate choices to achieve a desired effect.

Each unit in the curriculum is organised around a similar structure:

During the preparatory phase (and at appropriate points throughout units), traditional and contemporary artworks are analysed so that children can identify different ways that great artists and designers have portrayed ideas, experiences and their imagination. The work of female and male artists is explored, chosen from a range of geographical and historical contexts, with themes that will excite and inspire. In Year 3, for example, children learn about the earliest forms or prehistoric art and, as they progress through key stage 2, some of the great artists that have shaped art movements, for example, Da Vinci, Van Gogh and Picasso. Alongside this, art is looked at in a wider context, making it relatable to children by making links to current affairs and popular culture. The work and impact of practitioners such as Banksy, Warhol, Quentin Blake and Keith Haring are studied. Children's knowledge and observation of the formal elements of art underpins discussion.

Exploring the use or outcome of specific techniques and materials then becomes the focus of teaching. Opportunities for children to build on their own knowledge and skills are given so that they learn to achieve desired outcomes. Drawing, painting, sculpture, collage, digital art and printing are key areas that are revisited in sequences of topics. Each time, teaching builds upon previous knowledge and skills, and fosters greater control and mastery of technique. Children have the chance to explore the potential of a wide range of materials, such as pencil, chalk, pastel, clay and paint. They learn not only what sort of effect can be gained, but when and why certain material choices might be preferable. Largely, learning opportunities are undertaken independently but, by organising activities into some that are paired or undertaken in groups, children come to understand that, though art is mostly a personal response, collaboration can also yield creative, innovative responses.

The progression document for art and design states what is taught in each unit. The success criteria for a final piece at the end of each unit is defined by the key areas of learning. Children then plan for it, considering different concepts and compositions in their sketchbooks, so that they invent their own works of art, craft and design. During this phase, pupils are taught to work within the cyclical process of planning, creating, reflecting and reviewing. By reviewing their own and their peers' work as they plan and make, they learn to adapt, develop and refine their thinking and action in response, working as artists do. When they evaluate their final piece, children are asked to draw on what they have learnt and consider how successful their final pieces are.

Assessing progress

At New Haw, we have carefully considered what it means to 'get better' at art. Please see the progression grids attached at Appendix A. Progression builds from Year 1 to Year 6 and focuses on the key qualities that encompass the ideal traits of successful practicing artists, so that pupils can be confident they are developing all the essential characteristics of being a successful artist themselves.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more. Self or peer assessment is integral to every lesson, with verbal teacher feedback constantly given to aid reflection and understanding, leading to improved outcomes for pupils. In this way, students take ownership of their progress and can easily see what they are doing well and what they need to do to improve.

Delivery

In all year groups, children are taught art by a qualified teacher. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Teachers use a variety of teaching strategies, resources and stimuli in order to develop the

children's knowledge in a way that is engaging, motivating and inspiring to pupils. Digital technologies are used wherever possible in order to enhance and develop the children's artistic skills.

Enrichment

Art lends itself to a wide variety of enrichment opportunities. At New Haw, trips, both local and further afield, provide opportunities for children to experience artwork first hand. We regularly visit The Lightbox gallery in Woking and, during their time with us, children will visit a gallery of national significance in London.

We ensure that our whole-school assemblies incorporate opportunities to learn about key people who have made/are making vital contributions to the field of art and how their work has impacted those around them.

Our extra-curricular clubs also provide opportunities to enrich our art curriculum, particularly for those children who are talented or have a particular interest in art as a creative subject. We are especially keen for children to achieve an Arts Award and the club is often a vehicle through which this is accomplished.

Inclusion

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for individual pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

Monitoring impact

The art coordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-scrutiny, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and the identified key priorities form the basis of coordinator action plans. These then feed into the school development plan.

Coordinator

The art coordinators at New Haw are Suzie Crosby and Olivia Drummond. New Haw Community School is currently a member of NSEAD and The Primary Art Network.

Review

This policy was last reviewed on 5th July 2021, and will be reviewed again in summer 2022.

| | KS1 | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | |
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| Knowledge of artists/ craftspeople/ designers | Study significant works of art, craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a competent level. | To know about and describe (developing their use of language about the formal elements of art) the work of some artists/ craftspeople/ designers and give personal opinion about it, talking about what they like. | | | To know about and describe (developing their use of language about the formal elements of art) the work of some artists/ craftspeople/ designers and give personal opinion about it, talking about what they like in more complex ways. Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. | | | Study significant works of art using the following method, using their own research to inform their understanding: Content – Describe the art, comment on how social, historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? | | | Study significant works of art using the following method, using their own research to inform their understanding: Content – Describe the art, comment on how <u>social</u> , historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? | |
| Artist study focus | Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. They recognise when they are using these qualities and describe their intentions. | Stone age artists | Portraits Picasso | Patterns Bridget Riley | Land art Andy Goldsworthy | Illustration Axel Scheffler | Typography Bank sy | Still Life Andy Warhol Roy Lichtenstein Kathy Burman | Landscapes Seurat J Turner David Hockney | Islamic Art | People in Action Leonardo Da Vinci Keith Haring Marcel Duchamp | Jurors Chairs Hew Locke |
| | | Vocabulary | | | | | | | | | | |
| | Early years: | surface, medium, material, background, surface, rag-rolling, rubbing, texture, mark making, tools, printing, stone age, cave painting | primary, secondary colour shape abstract, portrait, shading, tone, realistic, geometric, sketching collage, face on, side on, perspective, proportion | pattern, repeating, symmetry, rotation, warm colours, cold colours, optical illusions, monochrome, design, collagraph | bold, texture, environment, landscape, foreground line, form mood, camouflage, exaggerated, nature, layers. outline, layering, pressure repeating overlapping, compare, natural, unnatural, discrete, foreground, Colour theory | Content Process Mood, Illustrator, style, image, technique, cartoon, expression, exaggeration animation, subject, continuous, observe, watercolour wash. | Lettering Font Design Graffiti Stencil Freehand Trace Calligraphy Intersection orientation | Objects Medium Light source 2D, 3D Pop art Colour theory | Landscape, rural, urban, natural, man-made, Pointillism Composition Reproduce Vanishing point Horizon line Grid Accuracy Digital | Vegetal Geometric Any more? | motion/ movement. Mixed media vibrant, monochrome, tints, shades, contrast Line- blurred, parallel, crisp mural, Shutter speed harmonious colours. | Bronze Carve Relief Score Sculpt Acrylic Form Poster paint v acrylic |
| | Year 1: | | | | | | | | | | | |
| | Year 2: | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Generating Ideas | Children should understand how to develop ideas over time. They express ideas about things they want to make. They use their imagination to invent and create and can select aspects of significant art to incorporate in their own work. | Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. They might make art from things they can see from observation; their natural and man-made environment, photographs etc. then translate them into new materials. | | | Children continue to use sketchbooks in similar ways to year 3 and they become a very personal space for recording learning. They are used to plan initial ideas in more detail and show evidence of children adapting work as they review their progress. | | | Pupils confidently use sketchbooks for a range of purposes, in similar ways to year 4. They record observations; develop ideas; test materials; plan and record information. They take risks when trying out materials, investigate and explore the properties of | | | Children build on their sketchbook use from year 5. They record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression. They use materials with increasing experimenting and taking risks over choices of media | |

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| | | Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know. | | materials. Through experimentation they reflect on what works and doesn't. They produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. | They make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. |
| Making | To use a range of materials creatively to design and make products. Children develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. | Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select and use appropriately a variety of materials and techniques in order to create their own work. | Investigate the qualities of different materials and processes. Apply the technical skills they are learning to improve the quality of their work. | Confidently investigate and use new and unfamiliar materials in original ways. Use their technical expertise to make work that effectively shows their ideas and intentions. | Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful work. |
| Paint including colour theory | Pupils have increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc. | Can mix primary colours to create secondary colours and use these terms. Can understand why artists use warm/ cool colours. Can create their own pigment as a paint medium using natural materials. Can explore how to create texture with paint, using different tools to convey an idea. Can paint neatly and with control for edges, line and detail. | Can mix primary and secondary colours to create tertiary colours. Can use colour to show mood and feeling. Can apply appropriate amounts of paint to a surface. Can choose the correct size of brush for a specific purpose. Can show an awareness of the natural environment through careful colour mixing. Can create a painting from design and research that conveys an idea/ emotion. | Can mix tertiary colours and understand the term 'harmonious colours' ie. Those that are next to each other in the colour wheel. Can apply paint and colour in the style of different artists. Can consider symbols, form, shapes and composition when planning work that is based on other artists/ cultures. Can control the amount of paint and water they use well for different purposes. Can control the density of paint they use with darker, more intense shades in the foreground for landscapes. | Can understand the term contrasting colours on opposite sides of colour wheel and how artists use them for particular purposes. Can add black to create shades and adding white to create tints, layering these to create a sense of perspective. Can select from different methods to apply tools and techniques in different ways to express feeling or for a particular purpose. Can paint neatly and carefully when required but can use a looser style where the purpose suits it. Can suggest why certain types of paint are better for certain purposes eg. poster/ watercolour/ acrylic. |
| Drawing | Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly. | Can use line to represent objects that are seen, remembered or imagined. Can make line and shape drawings from observation, adding light and dark tones by using shading and knowing how to apply different pressures to achieve this. Can draw things from different viewpoints and combine these. Can use tools such as viewfinders/ mirrors to select part of an image. Understand how simple rules of proportion apply to drawing of facial features. Can use a greater range of mark making techniques to represent surfaces using pencil and other tools. | Uses line, shape, tone to represent objects that are seen, remembered or imagined. Can design fonts in different styles for specific purposes. Uses drawing tools with increasing control and dexterity. Can use and combine colour carefully to convey ideas. | To draw shapes, using techniques to represent 3D form, showing the effect of a light source. Can explore tone with different grades of pencil and other media. Can show good understanding of light and dark areas on form. Can shade areas neatly and smoothly. Can blend chalk and charcoal. Can select a view and use a viewfinder. Can begin to draw environments to give the impression of depth, becoming aware of how to make objects appear further away by applying rules of perspective. | Can select media/ technique themselves for a particular outcome. Can select, use and manipulate a range of drawing tools with control and dexterity to make accurate observations. Can produce a set of drawings to plan for a creative piece. Can observe action and movement to create quick studies, going back to earlier drawings to make improvements. Can understand the term 'proportion' and how rules of proportion apply to figure drawing. |
| Texture/ collage | Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and | Can overlap objects in front/ behind for a purpose. Represent a stimulus using mixed media elements. | Can cut multiple shapes with scissors and arrange these on a surface for a purpose. | Can use natural/ urban environment to create mixed-media work. | Can cut and use adhesives with precision when creating collage work. Can use drawing, fabric, printing etc. to embellish a surface and combine text |

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| | purposes. Embellishments may be added to create texture by etching, appliqueing etc. | | Can experiment with different media to create mood/ interest/ movement. | To use layering and overlapping to create a collage piece, considering how colour and texture are represented. | and photographs to create a study of a piece of artwork. |
| 3D work/ form | Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms & make things they have designed, invented or seen. | Can create textured surfaces using a variety of tools. | Can create a sculptural piece with form. Can comment on the work of sculptors and compare with their own work. | | Can explore how 3D work is produced from a stimulus as a starting point with a focus on shape/ form/ colour/ pattern/ texture. Can develop their own response to a stimulus when designing a 3D form. Can create 2D images in 3D. Can use tools, techniques and materials imaginatively to express ideas and feelings. |
| Printing and pattern | Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork to explore patterns, for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. | Can cut a simple template to make printed shapes. Can compare own designs and pattern-making with designers. Can design a pattern made up of two or more motifs. Can understand the term 'symmetry'. Can explore lines, marks and tones by monoprinting onto a range of papers. Can design prints for a purpose. Can discuss patterns in natural and man-made environments. Create copy patterns accurately and invent their own for a particular purpose. | Can make a stencil as a method for creating an image that can be repeated. | Can create two different styles of block print with shapes and images and rotate this to create a circular motif. Can interpret and explain the meaning behind patterns in different cultures. Can describe tessellations and create geometric patterns. | |
| Photography/ digital | Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. | Can plan the use of a camera to take a specific photo(s) including use of flash in low light. Can use zoom to frame an image and choose dynamic viewpoints. Can show awareness of mood/ feelings/ emotions when interpreting photography of others. Can create a repeating pattern using digital media. | | Can use a drawing package/ app to create a visual image. | Can plan, take and process digital photographs, working as part of a group, experimenting with shutter speed to create a sense of movement. To use editing software to manipulate an image. |
| Evaluating | Pupils can identify similarities and differences in their own and others' work. They can make choices and decisions. They give and receive constructive praise and criticism. | Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Describe their thoughts, ideas and intentions. Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. | As year but with a more developed response. | Pupils should fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt. Make careful and considerate judgments about own & others work. Use evaluation to understand what they need to do to improve & that all artists do this. | They should develop greater knowledge about the role of art in society. Provide a reasoned evaluation of both their own and professionals' work which talks about its stating points, intentions and impact. They should understand how to improve it, accepting criticism of other pupils. |

