

Art Policy

Intent

At Reed First School, we value Art and Design as an important part of the children's broad and balanced curriculum. Art and Design provides the children with the opportunities to express their individual interests, thought and ideas while helping them to explore new knowledge across the curriculum.

We believe that 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.

During each academic year, our planning ensures that the children have opportunities to engage in a variety of art forms. **Art is taught in a cross curricular way through Topics. In the Early Years, art is taught through Expressive arts and design** which is one of the seven areas of the Early Years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

We state which elements and mediums of art are being taught and applied and its inspiration. We ensure that all elements and mediums are used through the year. Our curriculum map also specifies where artists, designers and architects are studied. It gives clear progression between year groups and key stages including end points and ensures clear focus in individual lesson planning by the teachers.

Teachers have access to www.accessart.org.uk to support their CPD in the subject.

<i>Inspiration</i>
Artist
Designer
Architect
Environment
Culture
<i>Elements</i>
Line
Shape
Colour
Form
Texture
Space

<i>Mediums</i>
Painting
Drawing
Photography
Collage
Clay
Sculpture
Printing
Environmental
Textiles
Montage
Computing

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



Line: A mark made by a pointed tool such as a brush, pencil, pastel, stick, pen as a moving point.



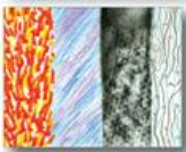
Shape: Use of shape to create recognisable forms to appear two dimensionally.



Colour: Colour is used through pure colours to create tones, tints and shades. Pure colours are primary, secondary and tertiary. Tones are created by adding grey to these colours, tints are made by adding white and shades by adding black.



Form: Takes up space and volume. They are created to be able to be viewed from many sides three dimensionally.



Texture: Describes the feel of a surface. It can be real or imagined.



Space: Used to create an illusion of depth. Space can be three dimensional, two dimensional, positive and or negative.

Resources

Every classroom has a colour wheel clearly displayed. In order to achieve progression in skills, all children from Early Years through to the end of Year 4 are taught how to use primary colours to colour mix and by the time they leave the school, they should be secure in their understanding of how to make secondary colours, tertiary colours, tints, tones and shades.

Children in Key Stage Two have a sketch book to experiment and study as part of the lead up to create a final piece of work.

Each class has non-consumable resources such as water pots, brushes and pallets in the room. Other resources specific to art are located in the Resources Room. Where resources are running low or missing, teachers inform the subject leader and make an order request.

Visits and workshops are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children.

Marking and feedback

The school marking and feedback will be used in the teaching of Art. This will include live marking and some written feedback. Children will also be given time to self-review their work, and will be given time to respond to particular 'challenge' questions or advice. Please see our separate Marking and Feedback policy for more information (<https://reed.herts.sch.uk/download/marking-and-feedback-policy/>).

As part of the process of creating a piece of work, the children in Key Stage One and Two, follow a learning journey which outlines the key skills and knowledge the children should embed during each unit of work. All children will be asked the questions on the learning journey to secure sticky knowledge and make links between previous units of work studied.

Assessment

In each lesson, it will be made clear to the children which skills they will be using. Feedback will be given in relation to the skills taught and used. Our skills progression documents are used to assist the teachers in identifying those pupils who have met the expected standard, are working towards the expected standard or who are working at greater depth within the expected standard. They are assessed against:

Judgements are entered after each unit of work by assessing all pieces created that term, at the end of the year, an overall judgement is made against the criteria to award WTS, EXS or GDS in each area.

Art Assessment KS1

Evidence to be collected throughout the two-year cycle in KS1

Strand	Skills	Evidence	Emerging Expected Exceeding end of Year 1	Emerging Expected Exceeding end of Year 2
Drawing	Use pencil, pastels and paint to create coloured images. Use viewfinders to focus on a particular area. Find and draw different types of lines – wavy, thick, thin, broken, zig zag... Draw objects from observation for longer and sustained periods of time. Blend pencil and painted areas using fingers, tissue, cotton bud or another pencil . Begin to add life and shape to their work. Begin to show pattern and texture in their drawing. Begin to turn a shape into a form . Show careful observation of shading as shadow and darker, lighter areas .			
Painting	Mix primary and secondary colours to make tertiary colours. Use a colour wheel to represent places through colour by recognising hot and cold colours on the wheel. Use different types of paint application .			
Sculpture	Begin to join clay together. Add line and shape to their work. Make tiles with a theme . Cut clay into shapes and decorate. Paint clay to achieve colour . Begin to fix and join different materials by weaving and layering . Explore different textures . Independently, cut shapes from clay to add to clay bases. Use clay to sculpt shape and form . Use patterns to decorate clay. Join clay successfully remembering to score and add slip . (scratch and slip method) Mix colour with clay. Paint clay with some control and use of pattern . Smooth and join to get a good finish .			
Printing	Design own blocks with card. Show different lines, shapes and textures through printing. Develop printing using found objects by creating more complex patterns . Continue to develop mono printing by mixing colours . Create prints by pressing, rolling, rubbing and stamping .			
Photography	Use a digital camera to capture moments and objects of interest. Use own photographic image and those of others to create one piece using parts of a variety of images. Create their own picture and edit their own work using an editing package. Take photos displaying different moods . Use own photographic image and those of others to create one piece using parts of a variety of images. Combine digital and drawn images to create one composition .			

Montage and collage	Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour, texture . Fold, crumple, tear, cut and overlap papers.			
	Use different types of paint application on their collage and explain why. Make clear bold shapes through careful cutting and tearing . Use techniques of studied artists, for example use of pastel to add detail, texture to paper shapes .			
Textiles	Learn the textile technique of felted . Use simple stitching into fabric pictures. Add layers to build the picture. Show growing control over fibre placement for shape .			
Evidence of knowledge of artists, crafts people, designers, architects.				

Art Assessment KS2

Evidence to be collected throughout the two-year cycle in KS2

Strand	Skills	Evidence	Emerging Expected Exceeding end of Year 3	Emerging Expected Exceeding end of Year 4
Drawing	Understand the different grades of pencil and use them to mark make and shade (cross hatch, dot dash, circle, spiral) Use small sketches to produce a final piece Work with charcoal and ink to experiment further with lines and shading . Use shading to create tone Use different pressures to create hard and soft lines . Draw demonstrating an understanding of line, tone, scale, texture and depth . Use mirrors, viewfinders, magnifying glasses to aid observation Show reflections, shadows . Make images with background, foreground and middle-ground and use perspective .			
Painting	Use different brushes and found natural materials for brushes for different effects and lines . Select an appropriate brush type, size and style depending on the task Can mix colours with accuracy and purpose Recognise and make contrasting and complimentary colours to help the composition. Create a background using a wash Use different brushes for different effects Explore links between colours and feelings . Work in monochrome (shades of one colour) Use shading in their painting to create feelings . Mix and match colours for purposes (e.g. skin colours) Know how to add white to create tints, grey to make tones and black to make shades Mix different thicknesses of paints to create texture . Begin to show facial expression and body language . Combine visual and tactile qualities.			
Sculpture	Use drawings to show shape and form to plan sculptures. Create work in three dimensions . Sculpt chosen material into a variety of shapes . Build up from a flat surface . Make a sculpture using a range of materials . Create art works from natural materials to show different aspects of the same object.			
Printing	Carve in to a flat tile using more than one layer . Make and press print in 2 colours. Make texture presses to add to print. Print onto paper using range of tools to mark make. Explain why they have chosen specific materials to draw with. Can press print using 4 colours by layering images and colours. Can create accurate print design. Print onto different materials.			

Photography	Use a digital camera to experiment with poses and profiles . Print results and use to create a montage of images to make use of in the portrait. Begin to edit their own work using an editing package.			
	Use a digital camera to experiment with poses and profiles . Print results and use to create a montage of images to make use of in a themed image with well thought out placement . Edit their own work using an editing package.			
Montage and collage	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures . Combine visual and tactile qualities.			
Textiles	Work back into textiles with stitching, sequins, buttons . Use patterns from different times, places and cultures as a starting point for design Decorate fabric with tie dye, dip dye, batik, etc. Use more than one type of stitch . Use applique . Use plaiting, pinning, stitching and sewing techniques. Work back into fabrics with stitching, collage , adding embellishments . Change fabric structures by pulling threads out of hessian and replacing with coloured threads Use applique and layering .			
Evidence of knowledge of artists, crafts people, designers, architects.				

Examples of work are collected in an electronic portfolio to demonstrate standards and the school prides itself on high quality displays which celebrate and show case the work produced in art.

Differentiation and Special Educational Needs

All children are taught the Art curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults. We ensure a pupil's needs do not form a barrier to success in a curriculum area. For example; ensuring pieces made are not prescriptive but free to be interpreted by the individual pupil which still ensuring the new skills are learnt.

By teaching the skills required to access the full curriculum through our curriculum maps, the children have equal access to the use of resources. For example, children are able to cut and join in a variety of ways before they leave our Early Years Foundation Stage. These experiences enable the children to apply skills learnt into Key Stage One. Where children have not met the expected standards at the end of a Key Stage, activities and support will be put into place to enable the child to catch up and keep up.

As we do across the curriculum, careful planning and preparation is used to ensure all children can follow the same curriculum and reasonable adjustments will be put in place whenever they are needed.



We use a range of mediums to support children across the school and ensure all children are able to use the resources available. The exploration of materials in art offers children the chance to take risks and discover what can be achieved. While there are end points to achieve, techniques to learn and shared projects; the children are encouraged to create pieces individual to them and celebrate their unique interpretation of the project or piece.



Art is also used through therapies provided by NESSie when referrals by the school SENCO are made to support children who have social, emotional or behavioural needs.