****

 **Benthal Primary School**

**Art Policy**

|  |  |
| --- | --- |
| **Agreed by**  | Chair of Governors |
| **Approval Date** | March 2018 |
| **Review Date** | Summer 2020 |

Art and Design Policy

Expectations

Art and design stimulates creativity and imagination and is an important area of children’s learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at Benthal Primary School, children are given opportunities to explore and evaluate artists and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Aims and Objectives

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should encourage children to think critically and develop a more rigorous understanding of art and design as well as teach them about how art and design has shaped our history and contributes to the culture, creativity and wealth of our nation.

Our school aims for the art and design curriculum to reflect those of the new National Curriculum.

We aim for pupils to:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, paint, 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 form

**Teaching Objectives**

**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 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.

Creative Curriculum Topic Map

**Planning, Progression and Continuity**

Planning follows the National Curriculum 2014, which is divided into separate objectives for KS1 and KS2 (see above). We carry out the curriculum planning in art and design in two phases: long-term and medium-term planning alongside the BCC (Benthal Creative Curriculum).

Our long-term plan maps out the themes covered in each term during the key stage and which subjects will take a driving role in each topic. Our medium term plan is integrated with topic planning. These plans ensure an appropriate balance and distribution of work across each term.

Teachers can choose to block Art and Design into their BCC topics or teach standalone lessons. They then decide on the art and design skill(s) they want the children to learn, and plan the activities according conjunction with great artists, architects or designers in history (KS2 only).

Throughout the academic year, all children are given the opportunity to use a variety of different art media. These include: drawing materials (pencils, pastels and ink), paints, papers, clay and plasters, textiles and woodwork.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also plan for progression with our year group topics in topic planning, so that there is increasing challenge for the children as they move through the school using the progression of art skills document. *(This is saved in all staff-> Art –> Progression of skills)*

|  |  |
| --- | --- |
| **Year Group** | **Essential Skills Coverage** |
| **EYFS** | -Begin to use a variety of drawing tools-Experiment with colours-Handling, feeling, enjoying and  manipulating materials |
| **Year 1** | -Observe and draw objects (including parts of the body)-Name all basic colours and make secondary colours using primary colours-Explore patterns and textures- Construct models/sculptures in a variety of ways  |
| **Year 2** | -Drawing as a way of recording experiences and feelings -Describe colours in relation to art work (hot/cold, happy/sad etc)-Print with a growing range of objects-To shape and form from malleable materials |
| **Year 3** | -Close observation-Mixing colours to make a colour wheel-Begin to plan and develop ideas before making-Mono-printing |
| **Year 4** | -Colour mixing and matching to create different shades and tints-Scale and proportion-Interpret environmental and manmade patterns-Plan and develop ideas further with discussion and evaluations |
| **Year 5** | -Introduce perspective drawing-Explore the use of texture in colour-Plan, develop, discuss and evaluate own work and that of other sculptors-Shape, form, model and join  |
| **Year 6** | -Builds up drawings and images of whole or parts of items using various techniques -Draw the effect of light on objects and people from different directions-Colour for purpose-Shape, form, model and  join with accuracy  |

**Sketch Book**

The sketch books are an organised portfolio of each child's individual creativeness which allows each child to review and revisit their ideas.

**Expectations**

* Pieces of work must have a written L.I. (use the progression table for support/ art elements (space, shape, colour, value, line, form and texture)
* Per term:

 – 1 piece of experimental art (e.g. different pencil lines, shades of blue, brush textures, oil pastel techniques, water and pen ink techniques)

* 1 piece linked to BCC/artist
* 1 piece gallery/trip work or observational drawings
* Work can/should be developed overtime to achieve quality pieces

Foundation Stage

Art and design can be found in the Early Years Foundation Stage within the specific area of learning ‘Expressive Arts and Design’. Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. This area of learning is split into Exploring media and Material and Being Imaginative. Goals in both areas form a great foundation for learning that continues as children move through the national curriculum art and design objectives.

Assessment and Feedback

We assess the children’s work in art and design by making a professional judgement as we observe the children during lessons. Work is differentiated by outcome and sometimes by resources (depending on the individual need of the child). Where appropriate, all children are provided with verbal feedback from the teacher or from their peers, using the success criteria displayed in class, which allows them to focus on the next steps in their learning.

Resources

Most classrooms have their own set of basic resources, which they replenish throughout the year. We also have a central store of more specific resources to be able to teach art and design across the school. Teaching staff will be able to request new resources required throughout the year through the school’s Subject leader.

Inclusion

At Benthal Primary School, we teach art and design to all children, whatever their ability. Through our teaching we provide learning opportunities that cater for the needs of children.