BEENHAM PRIMARY SCHOOL – Curriculum policy

Art and Design



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| **RESPONSIBLE COMITTEE** | Non-statutory |
| **CURRICULUM CO-ORDINATOR** | Headteacher |
| **CURRICULUM INTENT** | The school believes that art is a vital part of children’s education and has a significant andvaluable role in the taught curriculum, as well as the enrichment opportunities we offer ourpupils. The art curriculum will develop children’s critical abilities and understanding of their own and others’ cultural heritages through studying a diverse range of male and femaleartists.Children will develop their understanding of the visual language of art with effective teachingand considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. |
| **CURRICULUM IMPLEMENTATION** | The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.  Coordinated whole-school topic work will ensure that art is given high status in the curriculum. The school’s high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children’s confidence in the use of different media.  |
| **CURRICULUM IMPACT** | Classroom displays reflect the children’s sense of pride in their artwork and this is alsodemonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children’s achievements in art and demonstrates the subject’s high status in the school environment.The Art curriculum at Beenham Primary School contributes to children’s personal development in creativity, independence, judgement and self-reflection. |
| **FURTHER DETAILS CONTAIND IN DOCUMENTS** | Teaching for learning policyMarking and feedback policyAssessment policy |
| **Date REVIEWED: Autumn 2020** | **Next Review Date: AUTUMN 2022** |

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1. ***Teaching and Learning***

Children will experience an exciting and varied, art curriculum which develops their knowledge and skills.

This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within their immediate and wider local area.

Critical abilities will be developed using the ‘content, form, process and mood’ approach to looking at art (Rod Taylor) and by studying a range of different artists.

All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practicing and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

1. ***Assessment***

Children’s skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit.

‘Art Express’ provides a good model for assessment of learning. It offers examples of what teachers should observe children do, to confirm that they have made anticipated progress.

Displays within the classroom and hall areas will reflect the process as well as final artwork: a range of work across key stages will celebrate and exhibit the work of children, of all abilities.

Sketchbook development will have a high priority in KS2 and be used to record ideas, research about artists, skills development and reflections.

***3. Planning and Resources***

‘ART EXPRESS a complete art and design scheme for primary class teachers’ is used to inform planning for KS1 and KS2. The units build upon prior learning and offer children the opportunity to develop and practise skills as they move up the school. The scheme provides teachers with CPD and digital resources, to support effective teaching of: drawing, painting, printing, sculpture and textiles.

We use the ‘double primary paint system’ (brilliant yellow, lemon yellow, brilliant red, crimson, brilliant blue, turquoise, black and white) throughout the school, to teach independent colour-mixing skills from an early age.

Children will have access to quality resources for each art unit and be taught to use materials with safety and respect.

1. ***Organisation***

The school will plan a range of activities in art, which provides opportunities for children to:

• Record responses, including observations of the natural environment

• Gather resources and materials, using them to stimulate ideas

• Explore and use two and three dimensional media, working on a variety of scales

• Review and modify their work as it progresses

• Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work

• Respond to and evaluate art and craft including their own and others’ work

• Understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective

• Realise their ideas and sustain a level of working from start to the completion of a project or piece of work

* 1. ***EYFS***

The EYFS staff team will plan for children to experience creative opportunities and develop art skills within the EYFS curriculum. Nursery and Reception classes will be included in whole school projects, workshops, events and competitions, where appropriate.

***4.2 KS1 and KS2***

KS1 and KS2 Art will be taught in periods of blocked time allowing for the acquisition related knowledge and the development of skills and understanding in depth.

Whilst art will at times be related to topic work or other cross-curricular subjects, teachers also plan specific activities and sequences of lessons to provide development of the skills, knowledge and understanding of the subject.

1. ***Equal Opportunities***

Art plays an important part in the life of our school. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community.

The art curriculum ensures that children will have regular opportunities to study the work of both male and female artists. They will learn about and explore other cultures, celebrating different cultural traditions and study a range of art movements.

1. ***Inclusion (eg EAL/SEN/PPG/Provision for HA)***

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum.

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design.

Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

1. ***Role of the Subject Leader***

The art and design lead will monitor the teaching and learning of art across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating art curriculum.

They will monitor and evaluate the effectiveness of art teaching and learning, and liaise and consult with external agencies where appropriate.

A range of good-quality art materials will be maintained in school and supplemented when needed for workshops or cross-curricular projects. This will enable teachers to resource and teach effectively and maintain a meaningful and engaging art curriculum.

***8. Parents (Including Homework)***

We encourage and welcome all parents and carers to support and assist with whole school events and art projects.

Parents and carers with specialist art skills, and those who work in the arts, are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich art and design at Beenham Primary School.

1. ***Art unit teaching cycle (2020 – 2022)***

Cornerstones subject support materials are listed in red on the planner.

Hamilton subject support materials are listed in blue.

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|  | **CYCLE A – 2021/2022** |
|  | **Autumn term**  | **Spring term** | **Summer term** |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **Meet the artists** | **Our GREAT Britain** | **Street Detectives** |
| **Years 1 and 2** | *Learn 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*.**Leonardo Da Vinci. Picasso and** **L S Lowry***-Famous for more than five minutes**Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**Muck. Mess and pictures**Funny faces and fabulous pictures**Use a range of materials creatively to design and make products**-Memory Box**Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.***Colour mixing***Muck. Mess and pictures* |  |  | *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**Bright lights, big city* |  |  |
| **Years 3 and 4** | *Learn about great artists, architects and designers in history.***Banksy**<https://www.thecollector.com/banksy/>*-Urban Pioneers**Create sketch books to record their observations and use them to review and revisit ideas.Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* **Neolithic patterns****Weaving and knotting****Beaker folk designs****Bell Beaker pottery**.*- Tribal Tales**-Prehistoric pots* |  |  | *Create sketch books to record their observations and use them to review and revisit ideas**Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials***Sketching poses****3D modelling****Design and make mosaics***- I am warrior!**Mosaic* |  |  |
| **Years 5 and 6** | *Learn about great artists, architects and designers in history* **Expressionist art****The life and times of Salvador Dali****-***Gallery rebels***Ancient Egyptian architecture and style of painting****Building pyramids** *Create sketch books to record their observations and use them to review and revisit ideas**Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials***Colour wheels****Automatic drawing****Portrait painting****Sculpture****Creating Egyptian Nemes****-***Gallery rebels* |  |  |  |  |  |
|  | **CYCLE B – 2020/2021** |
|  | **Autumn term**  | **Spring term** | **Summer term** |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **We are technologists!** | **A journey through time and magic** | **Tokyo 2021** |
| **Years 1 and 2** |  | Design and make a computer using junk materials and colour mixing in paint.*-Can I switch it on?* |  | Colour mixing*Identify and use paints in the primary colours.*Natural art*Make transient art and pattern work using a range of natural materials.* |  | Ball artArt Installation*-Bounce* |
| **Years 3 and 4** |  | *Use a range of materials and Art and Design techniques to build a large model of a friend for the Iron Man.* *Children to sketch their own designs initially and then incorporate ideas to make a class model. Could be made from various recycled metal objects.**Can communicate with their big metal friend by lighting up, speaking or buzzing.**Could move around, just like the Iron Man can**Could be magnetic**Should look absolutely magnificent.**Use science knowledge and skills to wire lights for eyes, buzzers for making sound etc.**-Mighty Metals* |  | **Art and Design 1**Miniature portraitsCostumes and jewellery- *Off with her head!***Art and Design 2**Observe a range of perfume bottles, looking at shape, function and form. Design a fabulous bottle which could hold a magical potion, using a sketchbook to develop ideas about shape, colour, form and pattern. Create bottles using clay and finish by glazing.**Art and Design 3***-Potions*Look at the painting The Love Potion by Evelyn de Morgan and discuss the story that the artist is trying to tell. Compare to other paintings that show scenes of love and love potions, such as The Lovers by Rene Magritte, The Kiss by Edvard Munch and the John William Waterhouse painting Tristan and Isolde with the Potion. Think and talk to each other about the stories that the paintings communicate. *-Potions* |  | Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen and consider if any of the images and patterns relate to the myths and legends covered during the project.Many Greek stories were played out at the theatre and watched by hundreds of citizens. Actors often wore masks to show characters’ expressions. Working in groups, create a mask to help you retell the legend of Pandora’s box. What characters will you need and what will they look like?*-Gods and mortals* |
| **Years 5 and 6** |  |  |  | Damian Hirst – Natural History Artwork*-Gallery Rebels* |  |  |