

Great Orton Primary School



Art Policy

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Intent

At Great Orton, we believe that Art has a significant and valuable role to play in the curriculum/overall ethos of the school. In weekly lessons (every other half term), children are given the opportunity to develop their skills, deepen their understanding of art in the world around them and actively investigate influences of past and present artists. Children of all abilities and backgrounds are supported along their journey of challenge, creativity and exploration. Children are able to 'meet' a range of artists and explore their movements in detail. Opportunities are provided at the end of the half term in which Art has been taught to produce an independent piece of artwork that showcases the children's skill, expression and style. Children are encouraged to experiment outside their comfort zone and exceed their self-identified limitations of 'art' while developing a love for the subject and the mental wellbeing opportunities it can provide.

Implementation

At Great Orton, one unit of work will be completed each term. Knowledge Organisers detailing subject specific vocabulary and skills to be taught, are provided to teachers to support in creating lessons based upon the National Curriculum objectives. The children will follow a structured approach that will allow them to develop their own identity as an artist and to build upon prior knowledge. Over the four-year cycle, the children will focus on four key aspects: drawing, painting and mixed-media, sculpture and 3D and craft and design. Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

Cyclical: Pupils return to the same skills again and again during their time in primary school.

Increasing depth: Each time a skill is revisited it is covered with greater complexity.

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The Curriculum for Art

At Great Orton, we use 'Kapow' as the basis for our scheme of work. Kapow Primary's Art and design content features a **formal elements** and **skills** topic within each year group.

The **formal elements** topics focus on teaching the discreet skills of the formal elements of art which are:

- line
- shape
- tone

- texture
- pattern
- colour

The **skills** topics again, focus on specifically developing pupils' art, craft and design skills.

The knowledge and skills from these two topic areas are then applied throughout the rest of the scheme within the other topics areas. The pupils focus on one of the following four areas:

Drawing

Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express ideas as drawings. Using sketchbooks to record observations about the world as drawings. Learning how artists use drawing to develop and communicate their ideas creatively.

Painting and mixed-media

Developing proficiency in painting techniques (including exploring colour mixing), painting on various surfaces and applying drawing skills to painting projects. Using sketchbooks to practise painting methods and exploring the interplay between different media within a piece of artwork.

Sculpture and 3D

Constructing and creating models with a wide variety of materials, investigating ways to express ideas in three dimensions. Developing the ability to adapt ideas and designs in sketchbooks, moving from two dimensions into sculpture.

Craft and design

Producing a wide range of creative work, becoming proficient in a range of making processes. Building on photography, printmaking, textile art and digital media skills and exploring design disciplines such as architecture and product design.

The 'Kapow' scheme, revisits key areas again and again, with increasing complexity, allowing pupils to revisit and build upon their previous learning. (See Appendix A for Long Term plan of units of work for each year group.)

Impact

Through covering the units across Key Stage 1 and Key Stage 2 over a 3 and 4-year cycle, children at Great Orton are expected to:

- 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 artforms

Adaptive Teaching and SEND

At Great Orton, we teach Art to all pupils, including pupils with special educational needs (see Appendix B & C). We are committed to enabling every pupil to access the whole curriculum. No pupil will be discriminated against because of their ability, disability, gender, religion or ethnicity. Class teachers adapt their teaching to ensure that all children can meet the needs of the curriculum. At Great Orton, teachers will plan inclusive lessons so that all pupils, including those with SEND, are able to access them, wherever possible. Teachers will create an inclusive learning environment through the effective deployment of additional adults and carefully planned resources. Strategies will be employed to scaffold learning in all lessons by making reasonable adjustments. Those working beyond the expectations of the National Curriculum will be nurtured and guided to fulfil their potential (differentiation is used for all abilities – see Appendix B & C).

E-Safety

During the course of Art lessons, children may require the use of ICT to support their learning. For example, they may use the computers/ipads to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the E-Safety Policy 2022 and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees/reads something offensive or disturbing, they should switch off their monitor or close the netbook/ipad and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

Assessment, Record Keeping, Reporting and Monitoring

Teachers monitor pupil progress over the course of a unit of work informally through observing, marking and discussions. Teachers are required to complete the school assessment form at the end of the unit. Pupils keep sketches, ideas, research, plans and evaluations in their Art book, which is used for assessment and monitoring progression. Pupils evaluate their work in order to modify and make improvements. They are also encouraged to assess the work of their peers and provide constructive feedback to one another.

Roles and Responsibilities of the Subject Leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of Art teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan,
- to attend relevant INSET training and feedback to staff;
- to review regularly the contribution made by Art to a meaningful curriculum.

Appendix A – Long Term Plan

	Autumn	Spring	Summer
Year A <i>*Started Jan 23</i>	EYFS	Painting and Mixed Media (Y1)	Sculpture and 3D (Y1)
Year B	Drawing (Y2)	Painting and Mixed Media (Y2)	Craft and Design (Y1)
Year C	Sculpture and 3D (Y2)	Drawing (Y1)	Craft and Design (Y2)
	Autumn	Spring	Summer
Year A	Painting and Mixed Media (Y3)	Drawing (Y3)	Sculpture and 3D (Y4)
Year B	Craft and Design (Y3)	Painting and Mixed Media (Y4)	Drawing (Y4)
Year C	Drawing (Y5)	Craft and Design (Y4)	Painting and Mixed Media (Y5)
Year D	Sculpture and 3D (Y6)	Painting and Mixed Media (Y6)	Craft and Design (Y5)

Appendix B – Example of differentiation on MTP

Term/Year	Topic	Objectives Covered by end of topic	Outcome (per lesson)	Differentiation
Year A Spring 1	Formal Elements of Art <i>Y1 Focus</i> Create 2 pieces of abstract art.	Formal elements of art KS1 lesson plans - Kapow Primary 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 Evaluate and analyse creative works using the language of art, craft and design To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	1. Shape: Abstract Compositions 2. Line 1: Exploring Lines	Pupils working at greater depth: Can be encouraged to try out a variety of compositions of colour and abstract shapes. Pupils needing extra support: The lesson presentation can be displayed to support children with the names of the different types of lines as well as what they look like. Give children only a few lengths of string and encourage them to stand up as they are working as they will find it easier. Pupils working at greater depth: Can use more lengths of string and coloured pencils to work colour into their small square drawings on white paper. Remind them that they are using lines only and not 'colouring in'. They may also be encouraged to experiment with how they hold the pencil/chalk and try creating lines using the side as well as the tip, or switching between the two as they draw.

Appendix C – EYFS

Expressive Arts & Design Art & Design	Development Matters	ELG	How this achieved in EYFS	Knowledge: By the end of EYFS the children will know...
	<p>Reception:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources 	<p>Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>UTW: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Exploring colour mixing Create large group colour wheels. Teach the children how to use the brushes correctly and how to wash them. Self-portraits / loose art faces. Draw and paint family members. Draw a friend. Use mirrors to look at features. – explore expressions. Making Gingerbread men Exploring the artwork of known artists Creating our own props and performing puppet plays based on traditional tales. Still life observational drawings of Autumnal objects Fireworks – watch videos, represent using a range of media/ large and small body movements. Winter Christmas themed art – Dinosaurs – explore shape and pattern. Look at and explore art from around the world. <p>General learning throughout the year</p> <ul style="list-style-type: none"> Child-led activities Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join 	<p>Knowledge: By the end of EYFS the children will know...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations. <p>Vocabulary:</p> <ul style="list-style-type: none"> Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe, Artist, Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material

