



# **BROOK FIELD PRIMARY SCHOOL**

## **Art Policy Statement**

### **INTRODUCTION**

At Brook Field we plan to offer a high-quality, progressive art and design curriculum building upon the children's successes each year, equipping them with the appropriate knowledge and skills. Our art and design curriculum is provided within a cross curricular, multi-sensory approach, with planned opportunities for oracy. Its focus is to: engage, inspire and challenge pupils to investigate, experiment, invent, create, and reflect upon their own works of art as well as pivotal artists and architects from the art and design world that have contributed to the culture and creativity of our Nation.

### **AIMS**

We aim to develop the following areas:

- promote enjoyment in all art activities;
- encourage the natural abilities that every child possesses;
- enable pupils to become visually literate, to use and understand Art as a means of communicating ideas and feelings;
- teach children to look carefully at images and artefacts from the past, from the present and from other cultures;
- help children communicate confidently and develop aesthetic judgements and reflections about influential artists, their own work, the work of others;
- develop children's skills, imagination and knowledge of a variety of materials and art medium so that ideas can be planned, developed and completed successfully;
- increase language skills, through oracy opportunities, expressing opinions in relation to the child's own work and the work of others;
- use Art as a means of creating a stimulating and attractive environment, celebrating all achievements and making a positive contribution to their working environment.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES**

Spiritual, Moral, Social and Cultural development is an inclusive element of our art curriculum, with every opportunity taken within our sessions to develop our children's skills within this area further. Throughout their various journeys with art this forms a spiritual encounter, from the initial learning of skills and the perseverance and endurance that is required to achieve success and make progress, with their own work but also admiring their peer's work and their own steps of success as well. They are introduced to influential artists and architects and will experience a sense of wonder and awe at these achievements.

Morals are developed through the incorporation of mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Displays around the school and in classrooms show a variety of different artwork from different age groups and abilities, promoting children to be positive about everyone's artwork. Art can involve children in a variety of social groupings from individuals, pairs groups and teams. This often leads to a collaborative project bringing the whole school community together as we create a piece of work, which is then displayed around the school. Experiences, linked to children's topics, such as trips and visitors also inspire the teaching of art. Our cross-curricular approach to art will involve investigating, exploring, and creating artworks from various cultures and civilisations. This will allow our children to incorporate designs, patterns, symbols, and motifs learnt and experienced from these cultures into their own designs and creations.

### **PLANNING & TEACHING**

Work is planned through a cross curricular, multi-sensory approach, around the skills of line and tone, shape and form, colour, pattern and texture and these skills will be taught through the media of drawing, sculpture, painting, printing and textiles respectively. Teachers decide in their year groups which skills and

media they will focus on each term and link the art to their topic thus making it fully cross-curricular and giving them the flexibility to also use art to enhance the class work as well as focussing on the skill. Although art is very much a practical activity, there will be planned opportunities for children to look at and talk about their own artwork in gallery time as well as learning and reflecting on the work of other artists, crafts people and designers.

Artwork can complement topic work but it has its own body of knowledge and skills which must provide the main focus for work through exploration and development. It is important that children experiment and explore their existing understanding of each new topic and this will take the form of an 'exploratory page' in their sketchbook at the start of a new skill being taught. In focused activities across the term, they will have opportunities to develop their understanding of and exploration of these skills in order to feel confident and competent.

Planning should take account of previous achievement in order that ability, knowledge and understanding can be developed consistently. Careful attention is given to the adaptation of tasks, resources and support that is necessary for our children, particularly those with Special Education Needs.

For more able children, Art should be presented with more ambitious and challenging opportunities based upon our Blooms questioning and design of the curriculum so to build upon natural aptitude as they progress through the Key Stages. Sometimes children make intuitive leaps in their learning and therefore adaptations of the tasks need to be provided to push these children forward allowing children to show greater depth of a skill or use of the media.

For more information, please refer to the Teaching & Learning, SEND and Inclusion, also the More Able Policies.

## **ORGANISATION**

Art will be taught in groups or as a whole class as appropriate. This teaching will usually be done by the class teacher. Art will take up approximately 5 – 6 hours per term. In addition, there will be opportunities for children to practise what they have learnt – other topic work and cross curricular work may provide the vehicle for this and for 'free painting' particularly with younger children. Every year regular opportunities are taken outside of the art curriculum time to engage in a range of art projects and cross curricular theme weeks that have a strong art focus. E.g., 7 Pieces (musical) theme week, Christmas card competition and a range of other competitions and projects.

## **RESOURCES**

We have a wide variety of resources located in the mobile next to the nurture room, which allows the children to experiment and produce art work spanning across the various media such as painting, printing, sculpture, drawing and textiles. They are presently organised in trays, which allows the staff to lend from the art resources and then to take back once used. These resources are regularly replenished by the art co-ordinator, who is responsible for updating these resources.

Each classroom also has a stock of resources such as paint palettes, water pots, paintbrushes as well as each child in key stage 2 having their own set of water colour paints, which follow them up through the school.

## **HEALTH & SAFETY**

The use of some resources will require adult supervision and firm guidance. Goggles will be needed to be worn if producing art work with sculpting wire in order to protect the children's eyes. When using the batik wax pot, or using lino cutters or other sharp tools it is advised that the children work in small groups and have adult supervision at all times. Gloves should be worn if using inks or dyes to protect the children hands.

## **ASSESSMENT & MONITORING**

In both Key Stages, children use their own sketchbook to record their work as it progresses from exploring the skill and media. Sketchbooks follow the children up in Key stage 1 and then a new book follows the children up in Key stage 2. This allows them to look back at their prior knowledge and understanding, so allowing them to use and build upon their metacognition. Then an initial design is created in their sketchbooks, and then to the finished article with evaluations and developments which may be noted in

pictorial, video or written form. This process of them monitoring and evaluating their work allows them to think metacognitively.

Assessment of 3-dimensional work is usually made through evaluation of photographs.

Displays are also an opportunity to celebrate the success and talent of artists within the school.

Each year group have developed their own curriculum cross curricular long-term maps and also upload their short-term planning into a central location, and this enables the Art Co-ordinator to see planning and other year groups to see progression.

The Art Co-ordinator also monitors sketchbooks every year and spends time discussing the children's work and knowledge via a pupil voice. Throughout the year, opportunities are also given to take a learning walk to observe teaching and celebrate the artwork that is exhibited within the classroom and around the school. All of these monitoring techniques, enable the Co-ordinator to see the skills taught and the progress of the skills. Also, to see if there is consistency across the year group as well as it a being a chance to visually see the implementation and impact of the art curriculum echoed around the school.

At the end of each academic year, a judgement will be made regarding the children's ability, regarding art, whether they are at age related, below age related or at greater depth. The art coordinator will analyse these results and percentages to see whether any interventions or support may need to be actioned.

For more information, please refer to the Assessment Policy.

### **ART CO-ORDINATOR**

The role of the Art co-ordinator is to:

- Monitor the Art carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of Art teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in his subject.

## APPENDIX 1 Curriculum Map for Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Element and Media used</b>	T1 – Pattern, paint T2 – Colour, paint T3 – Line & tone, charcoal T4 – Texture, collage T5 – sculpture, clay T6 – Collage	T1 – Shape and Form natural sculptures T2 –Pattern & Colour T3 – Pattern & Colour T4 –Texture T5 – Line and tone & drawing T6 – Shape and form using wire	T1 – line & Tone, charcoal T2 – Colour T3 – Shape & Form T4 – Shape & Form cont T5 – Pattern T6 – Texture, textiles	T1 – Line & tone T2 – Pattern & pencil crayon T3 – Shape & Form T4 – Texture & painting T5 –colour and painting T6 –Colour& painting	T1 – Line & Tone, pastels T2 – Line & Tone cont T3 – Colour, painting T4 – Pattern, printing T5 – Texture, textiles T6 – Shape & Form, soap	T1 – Line and tone- pencil T2 – colour and drawing – chalk T3 – Shape & Form- sculpture clay T4 – Printing and texture T5 –Colour and painting T6 –No art as DT
<b>ARTISTS / ARCHITECT</b>	T1 - Damien Hirst T2 - Mark Rothko T3 - Ian Murphey T5 - Lesley Anne Green T6 - Vincent Van Gogh and Nike Davies- Okundaye.	Y1 - Goldsworthy T2 - Roy Lichtenstein T3 - Andy Warhol T4 - T5 - Da Vinci T6 – Alexander Calder	T1 - Terry Kirkwood T2 - Van Gogh and Monet T3 - Pablo Picasso T4 - Vitruvius T5 -Tanor T6 - Gaudi	T1- George Stubbs T2- Nina Jarema T3- T4 – Chris Mould T5 T6 – Sally Michel	T1 - William Morris T3 - Kandinsky also Batik Artisans. T4 – Hokusai and The Willow Pattern Plate T5-Egyptian artisans T6 - Giacometti	T1- Mayan architecture – Frederick Catherwood T2- Henry Rousseau/ David Zinn T3 – Greek pots from Corinth and Athens T4 – Darwin / Mary Anning T5 - Vincent Van Gogh T6- DT
<b>Exploring and developing ideas</b>	Can respond to ideas -to use a range of materials creatively to design products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <b>T1</b>	Can explore own ideas to use a range of materials creatively to design products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <b>T4. T6</b>	Can explore ideas and collect visual and other information for their work -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 <b>T2</b>	Can explore ideas and collect visual and other information for their work - 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 <b>T3</b>	Can explore a range of ideas and collect visual and other information to develop work - 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 <b>T1, T2</b>	Can explore a range of ideas and select visual and other information and use to develop work taking into account the purpose. Can compare and comment on ideas of others - 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 <b>T1</b>
<b>Investigating and making art, craft and design</b>	Can use a variety of materials and processes to communicate their ideas and meanings and design to. Can design and make images and artefacts  - to use a range of materials	Can investigate and use a variety of materials and processes to communicate their ideas and meanings. Can design and make images and artefacts  - to use a range of materials	Can investigate visual and tactile qualities in materials and processes. Can communicate ideas and meanings and design and make images and artefacts for different purposes	Can investigate visual and tactile qualities in materials and processes. T4  Can communicate ideas and meanings and design and make images and artefacts	Can use knowledge and understanding of materials and processes to communicate ideas and meanings. Combine visual and tactile qualities to suit their intentions	Can manipulate materials and processes to communicate ideas and meaning, matching visual and tactile qualities to their intentions  - to create sketch books to

	creatively to make products - to develop a wide range of art and design techniques <b>T4, T6</b>	creatively to make products - to develop a wide range of art and design techniques <b>T4, T6</b>	- 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 using a range of materials <b>T5, T6</b>	for different purposes <b>T3</b> - 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 using a range of materials <b>T4 T3</b>	- 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 using a range of materials <b>T6</b>	record their observations and use them to review and revisit ideas <b>T2</b> - to improve their mastery of art and design techniques using a range of materials
<b>Evaluating and developing work</b>	Can describe what they feel and think about their own and others work  - 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. <b>T3, T5</b>	Can comment on differences in others work and suggest ways of improving their own  - 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. <b>T4</b>	Can comment on similarities and differences between their own and others work, and adapt and improve their own  - to create sketch books to record their observations and use them to review and revisit ideas - learn about great artists, architects and designers in history. <b>T3, T4</b>	Can comment on similarities and differences between their own and others work, and adapt and improve their own  - to create sketch books to record their observations and use them to review and revisit ideas - learn about great artists, architects and designers in history. <b>T6</b>	Can compare and comment on ideas, methods and approaches used in their own and others work relating to the context in which the work was made. Can adapt and improve work to realise own intentions  - to create sketch books to record their observations and use them to review and revisit ideas - learn about great artists, architects and designers in history. <b>T4</b>	Can analyse and comment methods of others relating it to context. Can adapt and refine their work to reflect their own view of its purpose and meaning  - to create sketch books to record their observations and use them to review and revisit ideas - learn about great artists, architects and designers in history. <b>T5</b>
<b>Knowledge and understanding</b>	Can name the materials, colours and processes used in their work  - to develop a wide range of art and design techniques - 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. <b>T2</b>	Can talk about artists, crafts people and designers in different times and cultures. Can talk about pattern and tactile elements  - to develop a wide range of art and design techniques - 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. <b>T1, T3, T5</b>	Can talk about line and tone. Can recognise some of the similarities and differences between artists and designers in different times and cultures  - 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 using a range of materials - learn about great artists, architects and designers in history. <b>T1</b>	Can talk about line and tone. Can recognise some of the similarities and differences between artists and designers in different times and cultures  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 using a range of materials - learn about great artists, architects and designers in history. <b>T1, T2</b>	Can organise and combine visual and tactile elements to suit their intentions  - 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 using a range of materials - learn about great artists, architects and designers in history. <b>T3, T5</b>	Can talk about the roles and purposes of artists, craftspeople and designers working in different times and cultures  - 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 using a range of materials - learn about great artists, architects and designers in history. <b>T3, T4, T5</b>

<b>Activities</b>	T1 Design and recreate Paddington's coat T2 Hot and cold colours Extreme weather picture. T3- Make Tudor Houses T4 - Steam Train scenes/ background with collage T5- Children to create their own house, pig, wolf T6- Post impressionism collage	T1 – Natural sculptures T2- Name call outs pop art T3 – Andy Warhol repeated images of bean cans T4 – Hot Air Balloon texture pictures T5- Bi plane sketches T6 – Create solar system art using wire and beads.	T1 –Cave drawing on sand paper T2 - Creating a Stonehenge sunset. T3&4- Roman Clay relief T5 –printed images of animals on a patterned background T6 –creating light with texture	T1 & T2 Drawing Scandinavian animals. Nordic patterns T3 - Creating clay pendants T4 - Implied texture with Iron man T5 –Canoe paintings T6 –Water colour pictures of animals	T1&T2 - W Morris Flowers T3 - Batik space pictures T4 – Patterns to create the willow Pattern plate T5 – visual and actual textured scarab beetle T6 Sculpting animal soap sculptures	T1-Sketching Mayan temples T2-Creating felt stitched snowmen T3 – Greek clay pots T4-Printing fossils with string T5- Creating a painting about an influential person- Van Gogh T 6 No art
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