

# Temple Ewell Primary School

## Art and Design Policy

'Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.'

Joshua 1:9

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, **in the form of art**, or through any other media of the child's choice.

The United Nations Convention on the Rights of the Child  
Article 13

### Intent

Art, craft and design embody some of the highest forms of human creativity. At Temple-Ewell we work to provide a high-quality Art and Design education that equips children with the knowledge, understanding and competence to experiment, invent and create their own works of art, craft and design and to use these forms to express their ideas and thoughts.

Children understand that drawing is a useful tool that helps develop ideas, support thinking and can be used in all areas of the curriculum.

As pupils progress, they think and work in an increasingly critical way. They develop a more rigorous understanding of Art, Craft and Design, working with ever increasing competence in a range of different media to produce work that explores a range of different ideas and is thoughtful in nature.

Pupils learn that Art, Craft and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Pupils learn to be self-reflective and by the time they leave the school make informed choices about the media and effects they want to use to best express their thoughts and ideas.

Children are taught to express ideas and feelings, make observations and carry out visual investigations. They design and create in both 2D and 3D materials. They are taught to understand and use the process of developing and refining ideas to create their own, original art and craft pieces in a broad range of different styles and media.

## **Implementation**

Our teachers create a nurturing attitude within Art, Craft and Design learning in their classrooms and reinforce expectations that all pupils are capable of achieving high standards in Art, Craft and Design. They support children in learning about different artists and craftspeople, develop their procedural knowledge in different media and help children to express different ideas showing technical competence, constructive understanding and expressive quality.

### ***Curriculum structure***

Art, Craft and Design are taught within the creative curriculum and where possible learning is linked to other subjects. Big questions are used to help guide and focus learning and thinking.

### ***Subject content***

The development of procedural knowledge is sequenced into carefully organised components that are structured through the school to avoid cognitive overload and to ensure that children's understanding has firm foundations and is progressive. This ensures that by the time children leave the school at the end of Year 6 they are able to make informed choices about their own work and how best to explore ideas in a technically competent way demonstrating expressive understanding. Children revisit key areas as they progress through the school in a cyclical way that takes mixed age classes into account. (see Appendix A for the overview).

Pupils learning focuses on the following areas:

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<i>What was the intent of the artists or craftsperson?</i>	<i>How was it made?</i>	<i>What impact does it have on the viewer/ user?</i>
<i>What was my intent?</i>	<i>How could it be better made?</i>	<i>What was the intended impact?</i>
<i>What is the intended outcome?</i>	<i>What can I create?</i>	<i>Did I create the impact I intended?</i>
	<i>How do I use the media?</i>	
	<i>Can I control the media to express myself?</i>	

Learning is supported by focusing on these areas within each unit of work. Children consider these key aspects when examining art or craft work and when developing their own work.

By following the school's curriculum map and art overview (appendix A) we will ensure that the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and information technology are covered in a sequence of carefully chosen components that ensure children work in an increasingly complex and progressive way. Focus Learning Sheets are used to help focus children on the key aspects of each 'topic' or component part studied throughout the year.

We ensure that pupils will develop and express their creative ideas in Art Craft and Design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

Pupils will develop technical competence in manipulating a range of Art, Craft and Design media using a diversity of scale. Opportunities will be provided for them to respond to a range of themes and starting points.

The following key ideas form the focus for learning. Children develop an understanding of each area that deepens as they progress through the school. They are taught the meaning of these key ideas and the associated vocabulary. They are taught to use vocabulary appropriately to express their thoughts and feelings about both their own and others' work, and to help to develop, review and improve output.

Key themes / ideas			
Colour and Tone	Shape and space	Movement	Inspiration
Texture	Line and form	Dark and light	Composition
Pattern	Impact		

### **Drawing**

Children develop drawing competence as they progress through the school to aid and structure thinking, children are taught to see drawing as a tool of critical thinking. Where possible drawing is used in other subject areas to further support this development. Children draw in a range of different media and for different purposes as well as learning to draw realistic representations.

### **Artists**

Artists from both Western and Non-western traditions who use a broad range of genres and media are studied. The study of work of artists, crafts people and designers from the locality, the past and present and a variety of cultures, (both Western and non-Western) will be an integral part of practical art and design activities.

### ***Foundation Stage***

The EYFS staff team will plan for children to experience creative opportunities and develop procedural knowledge of how to use and control a broad range of different media within the EYFS curriculum. Acorns class will be included in whole school projects, events and competitions as appropriate.

### ***Equal Opportunities***

The school's Equal Opportunities Policy applies to art. All pupils, regardless of race or gender, will have an equality of access to the art and design curriculum. Teaching will ensure a sensitive treatment of gender, ethnic and religious issues and will avoid stereotyping.

### ***Adaptive Teaching and Special Needs***

Art and design will engage children in a variety of different activities, practical work, critical reflection and discussion, writing and planning.

Art and Design adaptive teaching is used by teachers to meet the needs of their children. Care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability with components broken into suitable steps when necessary. This may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

### ***Health and Safety***

Pupils will be taught to use materials, tools and equipment safely in line with the School's Health and Safety Policy.

### ***Assessment, Reporting and Recording***

Opportunities will be identified for assessment when planning, teachers use 'Targeted Tasks' to provide opportunities for assessment of key skills, these may take the form of a short 'quick burst' activity such as a 5 minute sketch to show a key idea or may be longer more significant activities such as an end of unit individual piece of work, for example a portrait in a style and media chosen by each pupil individually that is a response or answer to a 'big question'. Pupils are also supported to reflect upon both their own work and others work as individuals, in class groups and through self assessment.

## **Impact**

At Temple Ewell we understand that children have the right to express themselves through Art and Design. Children have a high-quality Art and Design education that provides a foundation for children to explore, question and communicate about the world in which they live. Children understand that Art and Design are an integral aspect of the world and society they are part of.

The impact on children at Temple Ewell is clear and sustained learning within Art and Design.

### **Art and Design lessons ensure our children:**

- develop and extend pupils' visual creativity, curiosity, enquiry and aesthetic sensitivity to the natural and manmade world.

- enable pupils to respond and enjoy expressing their ideas, feelings and imagination using visual media, practical making skills and visual language of art.
- develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and crafts people from their own and other cultural heritages and to place them within a wider social and historical context.
- develop pupils' understanding of how art reflects and shapes our history and culture.
- provide a range of stimulating and creative opportunities which create a framework for success and enjoyment, thus enhancing self esteem.
- develop pupil's ability to use and understand drawing as a means of structuring thoughts through thinking, expression and action (TEA).
- develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience,
- foster the development of procedural knowledge and competence using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in 2D and 3D both expressively and in design.
- develop the pupils' capability in developing and expressing ideas through art by visual investigation and the gathering and organisation of reference materials and resources.
- encourage pupils to evaluate and review their work and that of others, both individually and in groups.
- provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.
- develop pupils' understanding and appreciation of art and design as a positive force within their everyday life, using their knowledge to inform their own creative work and seeing themselves as makers within a broader context.
- encourage pupils to respond to, and articulate their opinions on, art craft and design using specialist art vocabulary when describing their work and ideas.

### **Role of the Subject Manager**

It is the responsibility of the subject lead to monitor the standards of the children's learning.

The subject leader is also responsible for: supporting colleagues in their teaching; for being informed about current developments in the subject and for providing a strategic lead and direction for Art and design in the school. The subject leader monitors the budget, resources science topics and supports the booking of trips and workshops. The subject leader has specially-allocated time for fulfilling the task of monitoring, training, liaising with other subject leaders from other schools and organising science week.

### **Review**

This policy will be reviewed by the art and design subject manager, following discussions with the head teacher and other colleagues, resources, teaching methods and developmental needs will be evaluated.

Priorities for in service training and support will be established. Information will form the basis for an action plan. This will be fed into the school improvement plan.

LC May 23

## Appendix A Art Overview: KS1

<p><b>Acorns</b> Cycle A</p>	<p>Our school / Twinkle, twinkle little star <b>How can I record what I see?</b> <b>Collage and Painting</b> <i>Still life</i></p>	<p>Travelling Ted / Dinosaurs <b>Is art from around the world the same?</b> <b>Sculpture Digital Art Textiles</b> <i>Examine how different cultures represent and show form in different ways</i></p>	<p>Once upon a time.. / super heroes <b>How does Art tell stories?</b> <b>Printing collage</b> <i>Comic books, aboriginal art</i></p>
<p>Cycle B</p>	<p>Ourselves/ Toys <b>How does Art show what the human body is like?</b> <b>Digital Art/ Sculpture</b> <i>The Human form/ self portraits Jan Van Eyck-Arnolfini, Grant Wood, Van Gogh (self portraits), Sculptures of the body</i></p>	<p>Into the Gallery/ Pets <b>Does Art always look like something?</b> <b>Colour (Painting, Pastels etc), printing</b> <i>Abstract art, Yarn bombing - contemporary movements</i></p>	<p>How does your garden grow? On the move <b>How do artists use nature in their work?</b> <b>Collage and Textiles</b> <i>Weaving, Environmental Art Richard Long, Environmental artists Up cycling</i></p>
<p><b>Willows</b> Cycle A</p>	<p>The Navigator <b>Can I record the world?</b> <b>Sculpture and Colour (Painting, pastels etc)</b> <i>Sculptures and art from around the world Emma Hack, Desireee Palmen, Henri Rousseau</i></p>	<p>Who am I? <b>How are Artists inspired by the human body?</b> <b>Textiles and Digital Art</b></p>	<p>Wonder Women / once upon a time <b>Can Art have a meaning or message?</b> <b>Printing and collage</b> <i>Andy Warhol, Lichtenstein, Art Nouveau illustrators How do artists use composition and shape to tell stories, how do they convey emotion and feelings?</i></p>
<p>Cycle B</p>	<p>Fire! Fire! <b>Can we make Art using textiles?</b> <b>Textiles and Collage</b> <i>Textiles from around the world, explore colour and shape, decoration and pattern, textiles that create images or tell stories</i></p>	<p>A bridge Too Far. <b>Does Art have an impact on the world?</b> <b>Colour (Painting, pastels etc) and Printing</b> <i>Influential artists through time e.g. Monet, Damian Hurst Examine different types of art, compare and contrast them, explore the work of different artists and what their aims were. Develop use of paint and printing - take artists as inspiration for different pieces of work</i></p>	<p>Lives of Significant individuals <b>How do artists explore the world?</b> <b>Sculpture and Digital Art</b> <i>e.g. Andy Goldsworthy and Barbra Hepworth How do artists observe, interact and examine what the world is like? How does art help artists understand the world better? Art as a means of exploring.</i></p>

## Art Overview: KS2

<p>Elms Cycle A</p>	<p>Invaders and settlers - Norman Invasion <b>Can sewing ever be art?</b> <b>Textiles</b> Bayeux Tapestry, <i>Textile Images sewing as a form of expression.</i> Examine textiles from around the world <b>NB Additional Drawing skills focus</b></p>	<p>China <b>How does printing change the way we create images?</b> <b>Printing</b> <i>Printing from around the world, explore different printing methods and make informed choices</i></p>	<p>Tudor Monarch - Henry VIII! <b>How do artists record their world?</b> <b>Colour (Painting, pastels etc) and Digital Art</b> Landscape Watercolour focus <i>Art history - development of landscape images</i> <i>Real life observation - Look at how artists around the world have captured the world around them, use digital art to explore composition</i></p>
<p>Cycle B</p>	<p>Romans <b>How does sculpture record history?</b> <b>Sculpture</b> <i>Role sculpture plays in recording key events - Roman reliefs telling of battles, Famous statues</i> <b>Additional Mini focus: Mosaic</b> <i>Examine work of different styles and periods both from the ancient world and modern work</i></p>	<p>Vikings <b>How do artists tell a story?</b> <b>Drawing and Printing</b> <i>Examine how illustrators work:</i> <i>Story Illustration, Ink Drawing, Quentin Blake, Tolkien, Illustrators, examine composition and perspective</i></p>	<p><b>Tudors change the world - Elizabethans</b> <b>How do artists represent the human form?</b> <b>Painting and Digital Art</b> Portraits <i>Hidden ideas - reading portraits, Drawing skills - proportions of faces, what makes a face a face?</i> <i>Portraits through time and around the world, focus on Masters from Tudor time, examine work of Picasso, Munch, Holbein, Gainsborough</i></p>
<p>Sycamores Cycle A</p>	<p>Greeks <b>What impact has Greek art had on the world?</b> <b>Drawing and Colour (Painting - acrylic paint, pastel)</b> <b>Greek Art/ realism</b> <i>Art History - examine the development of realism and the influence of Greek art on future generations</i> <i>Create images that are realistic, capture what the eye sees</i> <i>Greek Artist - 'The Shadow Man'</i></p>	<p>Local History <b>Can I design fabric?</b> <b>Textiles and Printing</b> <i>Design - develop own printed textiles design with a repeat pattern</i> <i>Designers from around the world</i> <i>African and Indian Textiles</i></p>	<p>British History <b>Is sculpture more than a 3D piece of art?</b> <b>Sculpture and digital media</b> Abstract forms <i>Henry Moore, Barbra Hepworth, sculptures from around the world, look at shape and form in sculpture - focus on abstract work and distorted form, playful shapes</i> <i>Explore role of lighting within photographing sculpture</i></p>
<p>Cycle B</p>	<p>Mayans <b>How do artists turn textiles into meaningful art?</b> <b>Design focus</b> <b>Textiles and Printing</b> <i>artists from around the world</i> <i>Kaffe Fassett, Henri Rousseau, contemporary artists, textiles within church</i> <i>Printing designs, embellishing fabric</i></p>	<p>Stone, Bronze and Iron age <b>Why was 'Sculpture' created?</b> <b>Sculpture</b> <i>Explore early sculptures (possible link to history) and how sculpture has recorded and explored the world. Look at sculptures from around the world.</i></p>	<p>Local history <b>How does art express ideas and feelings?</b> <b>Painting and Digital Media</b> <i>Examine abstract work and work that tells a story or explores an idea- western and non-western art work (e.g. Aboriginal Work, Richard Long, Turner, Landscape images, abstract artists)</i></p>

			<i>Digital media - explore how images can be manipulated</i>
<b>Oaks</b> Cycle A	<p>Victorians</p> <p><b>How did ideas about Art change in Victorian times?</b></p> <p><b>Painting</b></p> <p><b>Capturing real life / impressionism</b></p> <p><i>Victorian artists and their influences. Ideas behind the images - movement from realism to abstract - impressionism, pre raphaelites - the aims and ideas within these movements. Art History - difference in influences and aims, influence of other cultures on artists</i></p>	<p>Anglo-Saxons</p> <p><b>When is a sculpture much more than just a sculpture?</b></p> <p><b>Sculpture</b></p> <p><i>Use wire and plaster, wood and alternative media to explore 3D art.</i></p> <p><i>Religious sculptures and the role of sculpture within religion.</i></p>	<p>British History</p> <p><b>How is design influenced by society?</b></p> <p><b>Textiles and Printing</b></p> <p><b>Design focus</b></p> <p><i>Costume and fashion</i></p> <p><i>Sewing focus, appliqué, quilting, decoration.</i></p> <p><i>How have fashions and clothes changed through time? How have ideas been influenced by different cultures and ideas?</i></p>
Cycle B	<p>Social Change</p> <p><b>How is creative thought influenced by society?</b></p> <p><b>Mixed media -Textiles and Sculpture</b></p> <p><b>Graphic design focus</b></p> <p>Clarice Cliff, art deco</p> <p>Influences on design</p> <p><i>Examine the designs from different countries, look at how ideas changed in the 20's and 30's and why.</i></p>	<p>Egyptians</p> <p><b>Is still life just a drawing exercise?</b></p> <p><b>Colour (painting, pastel etc)</b></p> <p><i>Still Life - explore the hidden meaning in images, develop abstract and realistic work, develop use of perspective</i></p> <p><i>Look at Picasso, Cubism, past masters and contemporary work</i></p>	<p>World War 2</p> <p><b>Can I make a record of my experiences?</b></p> <p><b>Digital art and Printing</b></p> <p><i>War artists, pop art, artists from around the world - look at how artists have recorded their experiences and the importance of art within WW2 and other major historical events - the power of an image.</i></p>



## Appendix B - Vocabulary

### Art Vocabulary

Vocabulary that is essential to be focused on in KS1 is highlighted, however other terms or language can obviously be introduced if appropriate. This list is not definitive but a useful point of reference.

Line and Direction	Shape, form and composition	Colour, texture and tone	Artistic techniques	Style and effect
vertical	silhouette	bleached	instinctive	grandiose
horizontal	organic	bold	gestural	evocative
jagged	monumental	clean	painterly	sublime
broken	non-objective	glowing	impasto	daring/ bold
straight	geometric	harsh	fluid	joyful
continuous	abstract	warm	energetic	emotive
hatching	distorted	cool	dynamic	intimate
merged	open	complimentary	rough	improvised
contours	closed	limited	smooth	rousing
crooked	symmetrical	dull	linear	exhilarating
fluid	asymmetrical	muted	strokes	dominant
expressive	flat	harmonious	aggressive	iconic
thick	block	vibrant	brash	luminescent
thin	exaggerated	discordant	dripped	unconventional
congested	plane	garish	soaked	conventional
minimal	2D/3D/relief	bumpy	blended	dynamic

blurred	Full of spaces	flat	balanced	pure
meandering	nebulous	smooth	harmony	expressive
wide	negative/ positive	soft	pattern	harmony
freehand	shallow	sticky	repetition	emphasis
ruled	ambiguous	velvet	rhythm	unity
overlapping		wet		contrast
rotund		shiny		variety
		shadow		emphasis
				proportion
				movement
				atmosphere
				surreal
				symbolic
				Representational

Children should also be familiar with artistic categorisations:

abstract	classical	genre	historical
narrative	primitive	realistic	naive
romantic	Renaissance	realistic/ realism	Western
pointillism	impressionism	landscape	portrait

naturalistic	testile	representational	surreal
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**Useful technical language:**

2D	3D	Techniques	Themes
chalk	bronze	architecture	adoration
charcoal	clay	batik	children
Coloured pencil	fibers	carving	circus
ink	Found materials	ceramics	cityscape/ townscape/ landscape/ seascape
pastels	marble	crafts	Earth, fire, air, water
pencil	metal	glassblowing	gardens
photograph	Mixed media	Jewelry making	grief
print	paper-mache	Metal work	love
watercolour	plaster	mosaic	music
oil	stone	painting	mythology
acrylic	wood	photography	Historical occasions portraiture
		printmaking	religion
		sculpture	Story telling
		weaving	war

