

WOOD FOLD PRIMARY SCHOOL

ART POLICY

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At Wood Fold Primary School, we aim to give all children a high-quality art education and inspire pupils to have a curiosity and fascination about art and craft. Art is an important part of our broad and balanced curriculum at Wood Fold with three units taught in each year group. The skills being taught in each year group are progressive, building on prior knowledge and skills. Our curriculum provides key artists to study; however, teachers can supplement this with a wider range of artists should they wish to. The skills taught during Art lessons should also be applied, where appropriate, across the curriculum. For example, if sketching in History.

Aims

We aim to provide our pupils with opportunities to:

1. share and discuss their opinions about their own work and the work of others in a respectful way
2. explore the potential of different materials, making independent discoveries
3. teach children skills and processes with a range of different materials
4. problem solve, review and refine their work
5. learn about key artists including; facts about their lives, key art works and key techniques used
6. be introduced to a range of both male and female artists from different times and places
7. support children in making links between art and their learning in other subject areas
8. encourage children to use their own ideas and experiences to create work that is valued
9. work independently and in collaboration with a partner or a group to produce pieces of art work.

The Art Curriculum

Intent

Art is an important part of our broad and balanced curriculum at Wood Fold with three units taught in each year group. The skills being taught in each year group are progressive, building on prior knowledge and skills. Our curriculum provides key artists to study; however, teachers can supplement this with a wider range of artists should they wish to. The skills taught during Art lessons should also be applied, where appropriate, across the curriculum. For example, if sketching in History.

Within our curriculum we cover the five main skill areas:

- drawing
- painting
- collage
- printing
- and sculpting

Some of our units combine two of these main skills areas, for example in Year 2 the children practise drawing and printing to create London landmark themed bunting.

In addition to these main skills, crafts are also taught in Key Stage 1 in the form of Flotsam weaving and batik. The children study crafts people to develop their understanding of the craft processes. In Key Stage 2, the children are given the opportunity to study architects and designers in history as well as artists. We also provide our pupils with exposure to digital image in the form of mixed media collage in Year 5.

Our curriculum is progressive (see Art progression of skills document), where each unit builds upon and extends the skills previously taught. The key artists have been carefully selected to offer a broad range of influences, including current and historical artists, male and female, from different backgrounds and specialisms. The curriculum has been designed to offer an insight into a range of materials, techniques, concepts and genres to provide the children with a well-rounded art education.

The formal elements of art:

The formal elements of art cover the ingredients that make an artwork. How these elements are arranged impact the way the art looks, is regarded and discussed. Pupils need to have an awareness of the formal elements when both discussing and creating art. In Key Stage 1, the formal elements are taught discretely, for example when teaching colour mixing or exploring different types of lines. In Key Stage 2, as the children get older and are more familiar with the formal elements, they become an integral part of our art lessons and discussions. We teach the basics early on to encourage children to demonstrate a natural awareness of them when they create and analyse art. Teachers always begin leading discussions about art work by focusing on the formal elements, as this provides a straightforward structure to initially view the artwork and stimulate conversation which can then be expanded upon.

Implementation

How is Art planned?

The 5-stage Art Process:

Teachers plan and deliver five stages of teaching and learning.

1) Investigate & Analyse

The pupils are exposed to a key artist and learn about their life, art work and techniques. Pupils are then focused to one or a couple of pieces of key art work to infer meaning, first focusing on the formal elements used and then expanding to consider what techniques are used and what moods they convey. Specific vocabulary is taught & time is dedicated for discussions and opportunities for cultural enrichment.

2) Focused Practical Tasks

The children are then taught the range of skills they will need and are exposed to different materials that they will be able to choose from to design and create their art work. Opportunities are provided so that pupils can practise, improve and refine their technique to encourage confidence and accuracy when working with their design in the next stage.

Sketch books - The sketch books are used for this practise of skills and so should reflect the learning journey and progression of skills taught as the pupils move through school.

Teachers promote sketch books to be seen as a 'blank canvas' upon which children can test ideas, techniques and materials, jot down thoughts, opinions and ideas exploring different ways to express their ideas, experiences and imagination. There should be a mixture of taught skills and individual exploration of the potential of materials.

3) Design and Make

Children create their own artwork informed by their exploration of materials, practise of skills and study of the artists techniques. During this time, learning conversations should be taking part between the pupil and the teacher and children should be encouraged to revisit their sketch books and keep mindful the effects they want to create.

4) Evaluate & Refine

It is important the children review and refine their work throughout the whole art process. However, at this stage, dedicated time is given for pupils to revisit their original design ideas and consider the techniques and formal elements they have used so that they can problem solve to make any refinements they wish to.

5) Final stage

-In the final stage, pupils are given the opportunity to look for commonalities between their art work and the key art work studied. Pupils should be applying the specific

vocabulary taught to discuss the key art work & their own, making links through the concept, material, technique or subject.

As part of this process, Learning Ladders, Knowledge Organisers and a standardised planning format are used.

The learning ladder states the objectives which are needed to be met and show the journey the children will take in order to achieve the end objective. An example of a learning ladder can be found in the Appendix. **(See Appendix 1)**

Knowledge organisers are a summary of the key facts and essential knowledge that pupils can use to understand what they need to know about the artist, their life and works, any particular techniques used as well as any other relevant information. **(See Appendix 2)**

The standardised Medium-Term planning format is set out so that the 5-stage art process, aforementioned above, can be planned out. **(See Appendix 3)**

Differentiation:

Every unit of work should cater for different needs of the pupils. When planning a project, teachers must always prepare for this. Important considerations include how the project can be extended and enriched for the more able pupils and what support is in place for the less able pupils. Differentiation by outcome does not provide a suitable platform for everyone to achieve.

Examples of differentiation for less able pupils:

- Break the task up into smaller sections
- Provide small group demonstrations of key skills

Impact

The Learning Environment:

In order for our pupils to flourish, an environment should be created where children feel safe to explore and take risks within their work. Pupils should demonstrate an understanding that it is perfectly normal to feel dissatisfied with our work at times and should know how to give themselves credit for what they have achieved and move on. Pupils should be encouraged to make their own decisions about whether they want to make refinements to their work or start again. Being able to analyse their own work fairly and make good decisions is just as important as skill and technique development.

Teachers try to develop a culture of non-judgemental discussion in their classrooms through holding learning conversations. These can be done as circle time or group discussion, depending on the age group of children and should be done at key points throughout the design and make stage, as well as at the end of the project. These discussions focus on appraising the success or failure to meet the learning objectives of the work and what the next steps are to achieve success. Teachers highlight what success would look like, but try

not to identify names of pupils, for example saying 'this piece of work meets the learning objective because.'

Highlight what went well and how it might be improved.

This time is also used to build confidence in pupils who may not be feeling very good about their work. This can be done by getting other pupils to talk about the work they like and why they like it.

Children will use technical vocabulary which they will be expected to know and understand as they learn the different skills and techniques throughout their art journey in school. Over time, children will become more confident and reflective as they learn to analyse their work and the work of their studied artist, identifying the key skills and techniques used.

Assessment in Art:

Teachers are aware that assessment should promote and improve learning for their pupils therefore assessment should ultimately be advice and positive guidance for improvement. In order to encourage a love of art, we teach pupils that art is a life-long process of improvement. For that reason, we focus on individual progress in class, directing pupils to look back at their earlier work regularly so they can see the improvement they are making and what they need to work on next.

When assessing art, we focus on four aspects:

1. Quantity and quality of participation
2. Progression
3. Attainment and ability
4. Evaluative skills

Learning ladders are used by the teachers and children to assess each learning objective as they move through the five-stage process. (See appendix 1) Teachers use the progression of skills document to identify 3 key skills that the children will be using. These will then be used as their assessment of whether the children are Working towards, Expected or Exceeding in the subject. (See appendix 4)

Evaluations:

In EYFS, evaluation focuses on the positives, with teachers using questions such as 'what are you proud of about your work?' If children offer suggestions about how they would like to improve their work this is then explored but not introduced by the teacher.

In KS1, verbal evaluation takes place between the teacher and children. The following questions are used to evaluate.

1. What techniques does the artist use?
2. Where have you used these techniques in your final piece? Can you show me?
3. Which techniques did you find difficult? Which did you think were easier?
4. What are you most proud of in your work?
5. Is there anything that you would do differently next time?

In KS2, evaluations are recorded in written format in the sketch books, along with a photograph of the final piece. The following questions are used to evaluate.

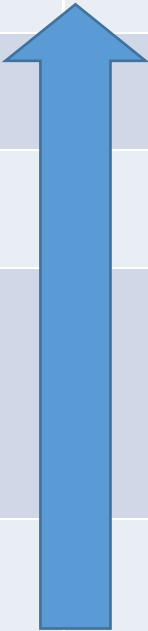
1. What techniques have you used that are the same as the artist?
2. How did you use these techniques?
3. Are you pleased with the effect?
3. What techniques have you used that are different to the artist?
4. Have you used any of your own strategies from the exploration stage?
5. What are you most proud of in your work?
6. Is there anything that you would do differently next time?

Appendix 1- Learning Ladder – Year 1

Art – Drawing Y1

The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils’ books so that they can keep their own checks.

Key Artist: Beatrix Potter		Me	My Teacher
EVALUATE & REFINE	To be able to refer back to the design ideas and make refinements to the art work.		
DESIGN & MAKE	To be able to produce a drawing of an animal in the style of Beatrix Potter.		
FOCUSED PRACTICAL TASKS	To know how to use simple hatching to give the effect of shading.		
	To know how to use pencils to create lines of different thickness in drawings.		
INVESTIGATE AND ANALYSE	To know key facts about Beatrix Potter’s life and her art work.		



Appendix 2 – Knowledge Organiser

Key Artist – Beatrix Potter: Y1 Knowledge Mat

Knowledge about the artist's life

- ❑ She was born Helen Beatrix Potter in London in 1866.
- ❑ Beatrix Potter was best known for her children's books featuring animals, such as *The Tale of Peter Rabbit*.
- ❑ She wrote and illustrated 30 books in total.
- ❑ She had numerous pets and spent holidays in Scotland and the Lake District, developing a love of landscape, flora and fauna, all of which she closely observed and painted.
- ❑ Beatrix was always encouraged to draw, and she spent many hours making intricate sketches of animals and plants, revealing an early fascination for the natural world that would continue throughout her life.
- ❑ Although she never went to school her parents employed an art teacher.



Key art work

Peter Rabbit Story illustrations



Key techniques

- ❑ Intricate sketches of animals and plants using a light graphite pencil and soft mark making on watercolour paper
- ❑ Watercolour painting - using a soft layer in the background and applying more layers of colour to the foreground.
- ❑ Once the paint had completely dried, Beatrix would use pen and ink for line work and detail.
- ❑ Beatrix used smooth and fluid lines.
- ❑ Although Beatrix Potter was aware of art and artistic trends, her drawing and her writing style were uniquely her own.

Appendix 3 – Planning Document

Key artist(s):	Additional artist(s):
<p>Investigate & Analyse: (Looking at key art work to infer meaning, begin using the formal elements & then expand to consider what why techniques are used and what moods they convey, teach specific vocab, cultural enrichment etc)</p>	
<p>Focused Practical Tasks: (Opportunities to practise the techniques & skills used by the key artist or used to create specific effects that they will use in their final piece, opportunities to explore different materials, making independent discoveries that inform their design.)</p>	
<p>Design & Make: (Children use the skills taught combined with their knowledge about the artists / art techniques and their own ideas and experiences to create work that they value.)</p>	

Evaluate & Refine: (Children are given the opportunity to review and refine their work & are encouraged to problem solve – reviewing & refining their work)

Final stage: (Looking for commonalities between with famous art. Use of specific vocabulary to discuss the key art work & their own.)

Specialist Vocabulary

Resources

Appendix 4 – Assessment grid

Art Assessment – Year 1 - Drawing

<u>Skill</u>	<u>Not meeting expectation</u>	<u>Exceeding expectation</u>
Can draw around a 2D shape to develop free hand drawings of shapes.		
Know how to use pencils to create lines of different thickness.		

Know how to use a pencil to create pattern and texture.