



## JC Preparatory School Art Policy

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### College Principles

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, shape, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

### College Aims

Art has a significant and valuable role in the overall ethos of our school. Art is an ongoing process, through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group, allowing development of social and personal skills. Art is often not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum, creating opportunities to develop specific art skills, reinforcing skills that are already established.

### Aims: (see additional subject content in Appendix 1)

The national curriculum for art and design aims to ensure that all pupils:

- 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 art forms.

### Through Art we can also...

- Develop pupils' interest in global issues and promote an awareness of different cultures.

- Improve pupils' skills in maths; space, shape and measures.
- Develop pupils' enquiry skills.

### **Systems and Procedures**

#### **Teaching and Learning** (See Teaching and Learning Policy.)

We are currently about to undergo a review of the art coverage throughout the school to ensure clear progression between Year Groups and Key Stages. The ways, in which the current objectives are taught and explored, is at the discretion of the class teacher and Art Leader. This maximises individuality and creativity, embracing our creative curriculum.

We adopt a variety of teaching methods to cater for various learning styles. Our principal aim is to develop the children's knowledge, skills and understanding in art. We ensure that the act of investigating includes exploring and developing ideas, evaluating and developing work. We do this best through a mixture of whole-class teaching and individual / group activities and sketch books in KS2. Teachers draw attention to good examples of individual performance as models for the other children. Teachers encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Curricular links are recognised and developed, through our creative curriculum approach. Teachers should be aware of safety needs and make reference to our health and safety and guidelines when using specialist equipment.

### **Objectives**

An overview of our objectives for each Key Stage are outlined in Appendix 2 and are divided into the following subheadings:

- Drawing
- Painting
- Collage and Textiles
- Printing
- Sculpture

### **Assessment**

- Teachers should be able to identify the progress made by children against the learning objectives for their lessons.
- Teachers assess the children's work in art whilst observing them working during lessons and reviewing progress made through finished work and experimenting with art in sketchbooks.
- We will not formally assess art progress and achievement using levels.
- Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and could be used for collating evidence for assessment and reporting purposes. (KS2)
- 10 pieces of 2D Art and 15 3D Art pieces are annually submitted into the Jersey Eisteddfod for formal assessment.

### **Resources**

- Sketchbooks are used in year 3 through to year 6 to regularly record, collect and explore ideas and images. The contents of the sketchbook include experiments using various marking and drawings in a range of media.
- Most resources are class / year group based, with specialist stock located in the Art room.
- We have a large variety of art books and posters located in the art room and the library.

### **Roles and Responsibilities**

**The role of the Art Leader is to:**

- Produce the art development plan with realistic and developmental targets.
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Purchase and organise the appropriate specialist art resources.
- Maintain organisation of stock in the Art Room, abiding to health and safety regulations.
- Attend relevant courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning of art throughout the school.

**The role of the class teacher is to:**

- Work towards National Curriculum learning objectives, to ensure that pupils are taught the statutory requirements for art.
- To use sketch books to experiment with mediums and styles, to highlight the importance of the process, just as much as the final product. (KS2)
- Choose how pupils will achieve art objectives, working on an objective in subject isolation or within a cross-curricular subject link.
- Encourage individualism and unique styles to enhance creativity.
- Resource art activities-requesting specialist equipment from Art Leader in advance if required.
- Display artwork produced by all children in an appealing way, to enhance the learning environment and display the varied range of artwork.
- Maintain the organisation and follow Art room rules.

**Review**

This policy will be reviewed annually by the Subject Leader.

# **SUBJECT CONTENT – Appendix 1**

## **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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

## **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## **APPENDIX 2: STARTING POINTS SKILLS FOR FOUNDATION STAGE**

### **DRAWING**

- To learn the potential of drawing tools. To learn to hold the tools correctly and to develop control.
- To discover the range of marks which can be made by the materials and develop an awareness of the potential of materials for future use.
- To introduce viewfinders. (Large apertures that could be blutacked onto an object or part of a picture)
- To begin to select part of an object. Focus attention on detail.

### **PAINTING**

- Investigate the range of marks that can be made with paint and brushes, fingers feathers, combs, straws and sticks.
- Explore techniques of apply paint by streaking, rolling, dipping, dabbing, splattering, splashing on a variety of surfaces. Explore changing texture of paint by adding to it with a variety of materials.
- Explore colour by matching, sorting, and mixing and develop language relating to paint and colour.

NB. Powder paint to be used as the main resource when painting

### **PRINTING**

- To explore the printed marks made by an assortment of natural and made objects.
- To introduce the process of making a simple mono-print.

### **COLLAGE**

- To investigate the range of ways materials can be applied.

### **TEXTILES**

- To learn the skills associated with threading and joining a range of textiles, using various threads, plastic canvas, etc.
- To use these skills to produce a decorative piece.

### **3D**

- To investigate the qualities of clay, plasticine, playdough, salt dough, cornflour.
- To learn techniques of joining an assortment of found materials.
- To understand the principles of balance in free standing construction.
- To learn the simple techniques of shaping one piece of clay.
- To create interesting textures

## **STARTING POINTS SKILLS FOR KEYSTAGE 1**

### **DRAWING**

- To use drawings to record observations. To encourage analysis of things seen. To develop the skill of communicating ideas and observations.
- To continue to experience making marks, building on knowledge of different tools, selecting tools to match the task and explore variety.
- To extend experience of viewfinders gained in Foundation Stage.
- To create, through drawing, a record of a special event. To use skills previously required.
- To encourage the recognition of light and its effects on objects.
- To observe shape, form, proportions and features of the human body, to teach layout and encourage pupils to fill the paper.

### **PAINTING**

- To heighten pupils' awareness of the range of shades through more controlled colour mixing.
- To control the lightness and darkness of colours using black and white.
- Extend exploration of the application of paint with particular reference to texture.
- Use sketchbooks for experimental purposes. Learn to care for equipment.
- Develop an understanding of the work of an artist.
- To produce a finished painting which illustrates the skills. To respond imaginatively to a given stimulus, such as a story, music or an object.

### **PRINTING**

- To understand the process of raised surface providing printed image.
- To understand the process of printing from an indented surface.

### **COLLAGE**

- To sort, match and classify, selecting and discriminating according to colour, texture and pattern. To build on previous experimental experience.
- To refine and enrich collage work by incorporating paint, drawing, and print.

### **TEXTILES**

- To explore ways in which material can be decorated. To choose appropriate methods of designing and joining.
- To explore a variety of fabric designs. To realise that designs are for a purpose. To explore ways in which designs are created.
- To understand the principles of dyeing fabric. To experience colour changes and resist.
- To learn how to develop the basic skills of weaving and to begin to develop these independently.

### **3D**

- To make a clay slab using kneading and rolling techniques. To join chosen shapes to create relief on a tile. To carve into the tile surface to create textured impressions.
- To introduce a modelling material new to pupils and to explore associated techniques. To apply knowledge to create a finished product.

## **STARTING POINTS SKILLS FOR LOWER KEYSTAGE 2**

### **DRAWING**

- To encourage pupils to experiment with ways in which surface detail may be added to a drawing.
- To further develop use of viewfinders to isolate elements of design.
- To look at drawing for design purposes. To link with and support design technology.
- To realise the importance of close observation. To compare drawings from imagination and from life.

### **PAINTING**

- To develop colour mixing skills, for example oranges, greens, purples and browns. To reproduce colours in natural and made objects.
- Experiment with colour in paint to express moods, emotions and atmosphere.
- To explore different tools and surfaces and begin to gain confidence in selecting appropriate tools for tasks.
- To work into a painted surface with other media, for example chalks, pastels, crayons. To return to work in stages over time.

### **PRINTING**

- To understand the process of stencilling and awareness of examples.
- To extend the possibilities of multi-coloured printing in one process.

### **COLLAGE**

- To develop an awareness of shape, symmetry and balance.
- To search for appropriately textured materials for a given task or subject.

### **TEXTILES**

- To be able to relate and incorporate a variety of materials into a woven design.
- To introduce the skills and process of the decorative technique of hot wax resist (batik).
- To explore decorative print/paint effects and techniques

### **3D**

- To appreciate that dried clay and papier mache can be enhanced with various finishes and fixing techniques.
- To understand the techniques of coiling clay to make a clay pot.
- To extend previously learned skills in working with recycled and modelling materials.
- To learn a new 3D technique. To understand the negative and positive focus.

## STARTING POINTS SKILLS FOR UPPER KEYSTAGE 2

### DRAWING

- To experiment with ways of creating appropriate tone and texture to use them to enrich drawings.
- To observe the human figure in a variety of situations.
- To develop an understanding of perspective – focal point, distance, horizon.
- To build on previously acquired skills and use a greater variety.

### PAINTING

- To work into a painted surface with other media, for example, chalks, pastels, crayons.
- To return to work in stages over time.
- To explore use of colour in the art and artefacts of other cultures and historical periods.
- To encourage close observation of a small area of a painting and to focus attention on paint technique, texture and colour.
- To reproduce a small section on a larger scale.
- To express mood through colour.
- To show evidence of independence in selecting techniques and materials for use in a painting. (Key skill to run throughout any painting activities.)

### PRINTING

- To recall and reinforce previous experience.
- To enrich with more advanced techniques.
- To understand the processes and techniques of screen printing.

### COLLAGE

- To refine and enrich collage work by incorporating paint, drawing, print and paste
- To extend use of collage materials re-visiting texture, pattern and shape.

### TEXTILES

- To discover how fabrics are made by the weaving of one thread over and under another.
- To focus the pupil's attention on the quality, texture and suitability of threads, yarns and fabrics.
- To enhance the pupil's ability to generate design from a specific design brief and produce an end product, adapting and modifying where necessary.

### 3D

- To learn a new technique for shaping and joining clay to make a slab pot / vase.
- To appreciate the diversity of architectural form and design. To understand structural considerations and function.
- To develop ideas in a sketchbook.
- To understand how to manipulate materials.
- To use the knowledge gained to make appropriate choices in realising finished sculptural form.