

Art Policy and Guidelines



INTENT (Why)

The importance of primary art

Primary art teaching is essential to the contribution of the holistic development of the child. Art and design promotes the acquisition of knowledge of art throughout history and across cultures, and fosters transferable knowledge and skills. It boosts overall academic achievement, enhances well-being and self-esteem. The multisensory and open-ended nature of art provides a way into learning, by breaking down barriers, it increases cognitive ability. Art and design promotes motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. It boosts skills of critical thinking by making children think about how they observe the world. Art and design provides challenges for learners at all levels.

Art and design gives children the opportunity to explore the world around them, to learn about and appreciate their cultural heritage, to collaborate, be creative and express themselves.

Our ambition

We aim for children to develop:

- The knowledge and ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,
- The knowledge and ability to convey insights and accentuate their individuality.
- The knowledge and ability to communicate fluently in visual and tactile form.
- The knowledge and ability to draw confidently and adventurously from observation, memory and imagination.

- The knowledge and ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The knowledge and ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The knowledge and ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The knowledge and ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

We aim to do this by providing:

1. A coherent, structured, academic curriculum
2. Mastery and retention for all
3. Excellent teaching that demonstrates good subject knowledge supported by good quality guidance materials and strong subject leaders
4. Rich and broad learning experiences that develop curiosity, deepen knowledge, promote 'cultural capital' and develop life-long interest
5. Explicit teaching of metacognition/thinking skills and good learning habits
6. Appropriate experiences for children to develop as confident, responsible citizens

IMPLEMENTATION (How)

1. A coherent, structured and academic curriculum

Based on the guidance set out in Chris Quigley's 'Essentials' curriculum, we deliver the art curriculum through a mastery approach using breadth, depth and progression guidance provided (see curriculum policy).

We have created a curriculum map for art linking it with other curriculum areas as much as possible through class themes/topics. We also teach art discreetly when it does not naturally fit with the overall topic theme. The curriculum map demonstrates effective coverage and learning is thoughtfully spaced with opportunities to revisit techniques at regular intervals (interleaving, retrieval and spacing). Some techniques eg drawing are revisited on a yearly basis, in addition to a two year cycle for covering topics in greater detail.

Quigley gives us the tools for a clear roadmap for progression through 3 milestones rather than year group outcomes (see curriculum policy).

This complements our mixed age classes and we have adapted the milestones to our year group configuration. This is mapped on a one and two-year cycle as shown in the Progression for Learning map given below.

Art Curriculum Map with Progression for Learning

Generic skills taught alongside all art units For KS1 and KS2 these incorporate: • Developing of ideas (understanding how ideas develop through an artistic process) • Taking inspiration from the greats (learning from both the artistic process and techniques of great artists and artisans throughout history)		
EYFS (From Development Matters 2021)	Developing ideas and skills • 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 and skills.	
Class 1 	Develop ideas • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop	Take inspiration from the greats • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
Class 2 	Develop ideas • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	Take inspiration from the greats • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
Class 3 	Develop ideas • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.	Take inspiration from the greats • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Art Units of Work: Progression

Class 1 	Year A	Autumn 1	‘ME AND MY WORLD’ YR R: • Provide opportunities to work together to develop and realise creative ideas • Provide a range of materials and tools and teach children to use them with care and precision. • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see. EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Drawing - introduction to use of line, leading to – self-portraits, chalk and charcoal • Printing - etch printing, Lego, firework printing YR 1: Art 1: Printing • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
		Autumn 2	‘IN THE DARK’ Reception EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Construction - junk modelling.

		• Painting - colour mixing. YR 1: Design and Technology focus (see DT Curriculum Policy)
	Spring	‘LET’S BUILD’ YR R: • Provide opportunities to work together to develop and realise creative ideas • Provide a range of materials and tools and teach children to use them with care and precision. • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see. EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Painting - watercolours, still life. • Drawing -, using shapes to draw images, drawing plans for constructions YR 1: Art 2: Drawing. • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.

		Summer	'ON THE FARM' Reception: EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Construction • Collage YR 1 Art 3 - Sculpture • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.
Class 1 	Year B	Autumn 1	'ALL ABOUT ME' YR R: • Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. • Provide opportunities to work together to develop and realise creative ideas • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Drawing - introduction to use of line, leading to – self-portraits, chalk and charcoal. • Painting - colour mixing, combining drawing and painting for self-portraits. YR 1: Painting - Self Portraits Milestone 1 • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones.

			Create colour wheels.
	Autumn 2	‘HEROES AND VILLAINS’ YR 1: Design Technology focus (see DT Curriculum Policy) EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) - Malleables - to consolidate gross motor, maths skills etc. - Printing - Lego, firework printing, etchings. - Construction	
	Spring	‘LOCAL HISTORY PROJECT’ YR R: - Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. - Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. - Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see. EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) - Malleables - to consolidate gross motor, maths skills etc. - Construction - junk modelling - Textiles - weaving, stitching YR 1: Textiles Milestone 1 - Use weaving to create a pattern. - Join materials using glue and/or a stitch. - Use plaiting. - Use dip dye techniques.	

		Summer	'CARNIVAL OF THE ANIMALS' YR R: • Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. • Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. EAD continuous provision (skills to be taught discretely and opportunities provided for children to practise ideas and skills) • Malleables - to consolidate gross motor, maths skills etc. • Collage • Drawing and painting YR 1: Collage Milestone 1 • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Class 2 	Year A	Autumn 1	'THE ROMANS' Print Revise Milestone 1 (see Class 1) Teach Milestone 2 • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
		Autumn 2	'FORCES AND MAGNETS' Design Technology focus (see DT Curriculum Policy)

		Spring	'TRADE' Collage Revise Milestone 1 (see Class 1) Teach Milestone 2 • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
		Summer	'HISTORY' Textiles Revise Milestone 1 (see Class 1) Teach Milestone 2 • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
Class 2 	Year B	Autumn 1	'CONTRASTING LOCATIONS' Sculpture Revise Milestone 1 (see Class 1) Milestone 2 • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other moldable materials. • Add materials to provide interesting detail.
		Autumn 2	'LIGHT AND ELECTRICITY' Design Technology focus (see DT Curriculum Policy)
		Spring	'LOCAL HISTORY PROJECT'

			Painting Revise Milestone 1 (see Class 1) Milestone 2 • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
		Summer	‘THE GARDENER’ Drawing Revise Milestone 1 (see Class 1) Milestone 2 • Use pencils of different hardness to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross-hatching to show tone and texture.
Class 3 	Year A	Autumn 1	‘ANCIENT CIVILISATIONS’ Watercolour painting Revise Milestone 2 (see Class 2) Teach Milestone 3 • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
		Autumn 2	‘SPACE’ Design Technology focus (see DT Curriculum Policy)

		Spring	'WHAT IS A SCIENTIST?' Design Technology focus (see DT Curriculum Policy)
		Summer	'WHERE ON EARTH?' Printing Revise Milestone 2 (see Class 2) Teach Milestone 3 • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Class 3 	Year B	Autumn 1	'INVADERS AND SETTLERS' Sculpture Revise Milestone 2 (see Class 2) Teach Milestone 3 • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
		Autumn 2	'INVENTIONS' Design Technology focus (see DT Curriculum Policy)
		Spring	'BRITISH HISTORY LINKED TO LOCAL STUDY' Drawing Revise Milestone 2 (see Class 2) Teach Milestone 3 • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

			Use lines to represent movement.
		Summer	'THE NATURAL WORLD' Collage Revise Milestone 2 (see Class 2) Milestone 3 - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques. <i>Textiles linked to DT textiles</i> - Show precision in techniques. - Choose from a range of stitching techniques. - Combine previously learned techniques to create pieces.

2. Mastery and retention for all (see Teaching and Learning policy)

- Progression within lessons
- Support and Challenge
- Effective use of additional adults
- Low threshold high ceiling activities
- Clear learning objectives and success criteria
- Explicit vocabulary teaching
- Knowledge maps (to come in forward planning)

3. Excellent Teaching supported by strong subject leadership

- Effective teaching and learning policy
- Non negotiables (Teaching the MB way)
- Excellent CPD
- Collaborative planning
- Easy to access resources (see resources list)
- Guidance - (see guidance list)

4. Rich and Broad Learning Experiences to support Cultural Capital

We provide practical, purposeful and authentic experiences for children to develop vocabulary, explore concepts and develop the skills to work scientifically. More specifically we provide:

- Opportunities to experiment and play e.g. play based curriculum into Year 1
- Extensive practical resources (see resources list)
- Frequent access to the local environment (both on and off site)
- Opportunities to work outdoors and off site to broaden their skills and experiences e.g. The village green, The Arboretum and The Earth Trust
- Visits to cultural centres such as The Ashmolean Museum, Modern Art Oxford, Pitt Rivers Museum.
- Links with maths, literature, science and the humanities and the Arts to learn about the work of great artists and their important place in the historical advancement of art.
- Opportunities to exhibit and explain their learning (whole school art gallery, class and school displays)
- Extra-curricular activities to sustain their interest and curiosity. E.g KS2 Art Club
- Enrichment activities, including visiting local artists - links with Class 3

5. Thinking skills and Learning Habits

To deepen thinking skills in science we provide the following opportunities:

- Development of technique; by practising new skills and experimenting with new materials.
- Development of observation skills; by taking the time to notice details in the environment through sight, touch, sound, smell and taste.
- Freedom to self-express; learning to create work that conveys a mood or feeling.
- Development of the ability to envision; building a picture in one's mind about the intended outcome, planning what media and materials to use.
- Development of learning behaviours e.g. resilience and perseverance; by focusing on work and sticking with it, even when it gets hard.
- Encouragement to take risks; by experimenting with different ideas, media and techniques and perspectives.
- Collaboration; sharing the ideas of others and working towards a common goal.
- Development of evaluation and self-reflection; considering what has worked well and making improvements. Children are encouraged to talk about their work to others.
- Deepening of an understanding of the world of art; learning about art throughout history and across cultures, through studies of a range of artists and cultural behaviours.

6. Responsible Citizenship

Children are challenged to build their own sensitive critiques of a wide range of art from different cultures and time periods. Children study art from different cultures and develop their own understanding of cultural differences, and how to celebrate this. They learn how different cultures have influenced each other throughout history and use this to help inform their own understanding of society. Art provides a vehicle of expression so that children are able to communicate their own ideas with others. Through a

cross curriculum approach, children use art to communicate ideas that are influenced by contemporary issues. We create opportunities for children to engage in local, national and international issues both directly through classroom teaching and through events such as Cowley Road Carnival.

IMPACT - Effect

Assessment

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it and are fluent with it; Many pupils have a greater depth of understanding. Pupils' have developed a connected understanding of our curriculum content. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

We assess and record children's learning outcomes through a variety of assessment methods including:

Children's work
Observation of lessons
Child interviews
Displays
Photographs
Anecdotal evidence
Insight

Supplementary Guidance found on shared drive

1. Resources List
2. List of in school planning resources
3. List of useful websites
4. List of useful subscriptions

