

ART and DESIGN in Tany's Dell 2017

We believe that art is profoundly important for the full development of the individual because it deals with **ideas, feelings and experiences** visually and **develops a language of visual, tactile and spatial responses**, which create and sustain images.

Art is a **vehicle of communication** in which all pupils at Tany's Dell can **clarify their ideas, thoughts and experiences**.

We believe that all children should be given the opportunity to express themselves through their art and to be given focused time and instruction in a range of techniques and media.

To this end we believe that:



Art and Design should have a **special slot** in the curriculum



Art and Design should be an **integral part of other curriculum subjects** to extend and enrich them.

We aim to provide a broad and balanced art curriculum showing continuity and progression by integrating;



Art and Design knowledge



Skills and understanding.

We believe in guiding our young pupils through the world of art, design and culture so that they can discover its fascination and richness. We can do this by linking our sessions with an ongoing reference to the artworld, both **ancient, classical, modern and multi-cultural**. By looking at works of art and talking about them, children can begin to appreciate the diversity of style and openly discuss their preferences using art related language. We understand that children need to be exposed to a variety of materials and expressive activities to develop techniques.

We believe that **every child** should have an **equal opportunity** to participate in all Art and Design activities, taking into account the diversity of race, culture, gender and ability.

All children are given the opportunity to **experiment with techniques** and **develop their own style** and skills competently with guidance and demonstration to ensure progression.

Our strategies:

We have a wide range of materials for the children to use and our art sessions can incorporate practice in;



sketching and observational drawing



painting



modelling



textiles



print making



collage



3-D construction



Digital media

<p>Foundation Stage</p>	<p>Nursery – Will explore by using media and materials and by being imaginative</p> <p>Reception – Will develop their exploratory techniques to include the beginnings of drawing what they see as well as what they imagine.</p>
<p>Year One</p>	<p>Learning: Use artwork to record ideas, observations and experiences Experiment with different materials to create a range of effects and use these techniques in the completed piece of work Learning: explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work Techniques: explore shading, using different media Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours Compare and recreate form of natural and manmade objects He/she is able to create a collage using overlapping and layering Create printing blocks using relief or impressed techniques Add detail to work using different types of stitch, including cross-stitch</p>
<p>Year Two</p>	<p>Learning: try out different activities and make sensible choices about what to do next Select particular techniques to create a chosen product and develop some care and control over materials and their use Give reasons for his/her preferences when looking at art/craft or design work know that different artistic works are made by craftspeople from different cultures and times Techniques: experiment with tone including pencils, chalk or charcoal Represent things observed, remembered or imagined using colour/tools Experiment with basic tools on rigid and flexible materials He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings Develop techniques to join fabrics and apply decorations such as a running or over-stitch</p>
<p>Year Three</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas Experiment with different materials to create a range of effects and use these techniques in the completed piece of work Learning: explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work Techniques: explore shading, using different media Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours Compare and recreate form of natural and manmade objects He/she is able to create a collage using overlapping and layering Create printing blocks using relief or impressed techniques Add detail to work using different types of stitch, including cross-stitch</p>
<p>Year Four</p>	<p>Use a sketch book for collecting ideas and developing a plan for a completed piece of artwork Use taught technical skills to adapt and improve his/her work Articulate how he/she might improve their work using technical terms and reasons as a matter of routine Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied Techniques: draws familiar objects with correct proportions Creates different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes Plan a sculpture through drawing and other preparatory work Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Use a variety of techniques eg. marbling, silkscreen and cold water paste Print on fabric using tie-dyes or batik</p>
<p>Year Five</p>	<p>Learning: develop different ideas which can be used and explain his/her choices for the materials and techniques used Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work Evaluate his/her work against their intended outcome Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product Technique: use line, tone and shading to represent things seen, remembered or imagined in three dimension Mix colours to express mood, divide foreground from background and demonstrate tones Develop skills in using clay including slab, coils and slips Add collage to a painted, drawn or printed background using a range of media, different</p>

	<p>techniques, colours and textures Experiment with using layers and overlays to create new colours and textures Return to work over longer periods of time and use a wider range of materials</p>
Year Six	<p>Learning: select ideas based on first hand observations, experience or imagination and develop these through open ended research. Refine his/her use of learnt techniques. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists. Techniques: begin to develop an awareness of composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds Produce intricate patterns and textures in a malleable media Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices Create intricate printing patterns by simplifying and modifying sketchbook designs Follow a design brief to achieve an effect for a particular function</p>

All staff have access to an **ART RESOURCE AREA** which stocks a wide range of specialised materials for use in the classroom.

Each classroom also has its own stock of general art equipment.

All computers have a range of art/graphic software, which can be used to compliment the art process.

Children are required to make and maintain their own sketchbooks in **KS2** for use across the curriculum. This is a personal book, which is used in any way the pupil feels is helpful to them for developing their work.

It is not marked, only shared.

Colour forms an important part of the art programme with sessions devoted to understanding the principles of colour and colour mixing. During these sessions they have the opportunity to experiment with paint textures and application as well.

We give our children the opportunities to develop their **PSHE, British Values, Philosophy and SMSC awareness** by working collaboratively towards a final design/product; as a whole class, in small groups, in pairs and individually. We also encourage them to extend their art and design outside of school and involve their parents in their activities through project work and gallery visits.

We give them the experiences of **looking and interpreting, analysing and solving problems** by **evaluating their own work** and **the work of others** in **critical appreciation sessions** by sharing it with their teachers and their classmates through 'Classroom Gallery walks'.

Subsequently, we respect that the main objective is for all pieces to be completed 'to the artist's satisfaction'. The results will have given them the experience and the experience will have given them the results.



We aim to train our children in the **safe** and **appropriate use** and **maintenance of tools** and **equipment** in accordance with **health and safety** requirements.

Health and safety issues in art and design include:

- Use of materials, tools and techniques in accordance with health and safety requirements
- Appropriate storage of tools and materials
- Teaching pupils to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others

All staff should be aware of the following safety checklist:

- Children should be aware of safe working practices
- Children should know what procedure to follow if an accident occurs
- Everyone should know the position of the first aid box
- Children should have access to protective clothing
- Long hair should be tied back
- Potentially hazardous equipment should be stored safely
- Containers should be carefully labelled
- Glass bottles and jars should not be used
- Instructions for materials and equipment should be followed rigorously
- Children must be adequately supervised
- Care should be taken to avoid excessive dust
- The room should be adequately ventilated when using aerosols and solvents
- Children would wash their hands after handling materials

Curriculum coordinator's role includes:

-  developing confidence and enthusiasm in both pupils and staff about art and art history
-  to promote high standards and achievements
-  to support staff in planning and delivering lessons
-  to help staff with assessment and progression
-  to maintain and develop the resources for art
-  to monitor and evaluate the progress of art throughout the school (see subject leader folder)
-  to be well informed of current developments in the art world and its relevance to schools through courses and gallery visits
-  to encourage staff to consider a gallery visit as being fundamentally important to our pupils' development, understanding and appreciation of art and to help them organise it.

All of our pupils will be informally assessed to ensure progression and achievement in art and design through:

-  keeping sketchbooks that will travel with them as they progress through the school
-  displays across the years to show development

In conclusion we believe that our children must express their own vision otherwise they express nothing at all.

This document should be read in conjunction with the 'Teaching and Learning policy', 'Assessment Policy', 'Equal Opportunities Policy' and the New Curriculum Framework.

updated in March 2017