

Woodbridge Junior School



Art and Design Policy September 2020

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Curriculum Intent

At Woodbridge Junior School we aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic artists. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms.

We want to encourage the natural abilities that every child possesses in art and design:

- To help children explore the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live.
- To enable children to express their ideas, feelings, thoughts and experiences in a visual form and promote enjoyment in all art activities.
- To develop ability to use a sketchbook as a 'notebook' for ideas and observations.
- To teach children to look carefully at images and artifacts from the past, the present and from other cultures.
- To help children communicate confidently and develop aesthetic judgements applied to their own work, to the work of others and to the world around them.
- To develop skills and knowledge of materials so that ideas can be generated, undertaken and completed with success.
- To use increasingly expressive language and art specific vocabulary to respond to their own work and that of others.
- To give all pupils an opportunity to develop their I.C.T. skills using various graphics software packages.
- To give children an opportunity to develop an interest and enjoyment in art and design through extra-curricular activities.

Curriculum Implementation

The school uses a variety of teaching and learning styles in art and design lessons. These lessons will often have cross-curricular connections and be linked with current themes and topics. Our principal aim is to develop the children's knowledge, skills and understanding in art and design.

We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole class teaching and individual or group activities.

Throughout the year we give children the opportunity to work on their own, collaborate with others, work in two and three dimensions and on a range of different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

All teachers draw attention to interesting examples of individual performance as models for the other children to explore and discuss. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. Adult input is in the form of discussion and verbal input along with demonstration if necessary – adults will not be adding to work or changing finished pieces.

Woodbridge Junior School Art and Design Whole School Skills Progression

National Curriculum Aim		Y3	Y4	Y5	Y6	
Skills and Techniques	Drawing & Mark Making	Produce creative work, exploring their ideas and recording their experiences and become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Observe and draw objects in the manmade and natural world, make initial sketches in preparation for other work and work on a variety of scales.	Experiment with the potential of various pencils (2B - HB) to show tone, texture etc, draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. Begin to understand the concept of scale and proportion (including showing proportion when drawing facial features –Tudors)	Have an awareness of dark and light, form and texture. Select my own tools and materials that are suitable for the job. Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. understand the concept of perspective.	Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Work on a variety of scales and collaboratively. Select materials and techniques to use to create a specific outcome.
	3D Design	•	Understand the qualities and potential of constructional and malleable material, investigate man made forms and environments, develop ideas in a sketchbook, and make informed decisions about media, material, surface patterns and texture.	Work safely, to organise the working area and clear away. Consider light and shadows, form and space. Use a sketchbook to inform, plan and develop ideas	Shape, form, model and join with confidence. Produce more intricate patterns and textures. Take into account the properties of media being used. Discuss my own work and the work of other sculptors and make comparisons between them.	Work directly from observation or imagination with confidence. Discuss and evaluate own work and that of other sculptors in detail. Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings.
Textiles		Develop skills in stitching, cutting, joining and experiment with paste resist. Use a variety of techniques such as printing, dyeing, weaving and stitching to create different textural effects and match the correct tool the technique.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Use fabrics to create 3D structures Use different grades of threads and needles. Experiment with batik techniques and a range of media to overlap and layer creating interesting colours and textures and effects.	Use fabrics to create 3D structures and use different grades of threads and needles. Experiment with batik techniques and a range of media to overlap and layer creating interesting colours and textures and effects	

Skills and Techniques cont.	Painting		I can use equipment with increasing confidence. I can use paints for different effects such as flicking and stippling and use different types of brushes for specific purposes. I know there are different types of paint such as poster paint and watercolour paint and use colour to express an idea - seasons, moods, or create a picture - swamp, seascape, cave.	Discuss my opinion on different paintings and explain my thinking. Use paints in a variety of ways to produce different effects. E.g. sprinkling powder paint on a wash to create a water effect. Discuss the nature of effects and am able to modify and adapt my painting as my work progresses.	Choose appropriate tools, material and methods of working. Experiment with ideas. Create a plan in my sketchbook and annotate this with my thinking and consider the composition in my paintings.	Discuss and evaluate my own work and that of others. Explore painting techniques using by various artists. Select an appropriate type of paint for the job.
	Collage and colour.		Begin to describe colours by objects eg. raspberry pink, sunshine yellow. Know the complimentary colours and make use of them in their work. Mix and match colours to match those in a work of art. Consider the composition of collage work and discuss different types of fabric and materials that could be used. Begin to describe colours by objects eg. raspberry pink, sunshine yellow. Know the complimentary colours and make use of them in their work. Mix and match colours to match those in a work of art. Consider the composition of collage work and discuss different types of fabric and materials that could be used.	Use initial sketches to aid Work and continue experimenting with creating mood, feeling, movement and areas of interest. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Observe colours on hands and faces - mix flesh colour and use colour to reflect mood.	Be aware of the potential of the uses of material select and use materials to achieve a specific outcome. Use found and constructed materials (scrap sculptures, beach rubbish...) Control and experiment with particular qualities of tone, shades, hue and mood and consider colour for purposes. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.	Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Work collaboratively on a larger scale (poppies). Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint and consider artists use of colour and application of it.
Exploring and Developing Ideas	Forming opinion/critique	Evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Discuss the work of other artists, give their opinion and think of questions they would like to ask the artists about their work. Think of problems the artists may have encountered when creating the work. ✓	Say which artist I would most like to meet and why then suggest who would appreciate this artwork and why Devise plans to market or make the artwork more valuable. Rank the paintings from my favourite to my least favourite. Think of a suitable title for some artwork and can explain how I arrived at that idea and discuss the artist's main message of their art.	Know how this artwork should be viewed/treated in the future. Imagine changes in the artwork and can predict changes in meaning. Think of some alternative titles for some artwork. Explain what I think the artist is trying to say about the subject matter and discuss why the artist used this medium/style/technique.	Talk about the social/historical significance of the artwork. Know how I could render the subject/theme differently. Interpret the artwork through the eyes of another. Talk about in what ways the picture illustrates various elements and principles of art. Discuss the main theme of the artwork. Compare the artwork to other artwork by the same artist or other artists Explain my emotional response to the artwork.

Impact

The art subject leader will keep a school portfolio of photographs which reflects the diversity of art work within the school. This is a resource for teachers as well as a means of celebrating children's work. It can also be used as a method of sampling the progression of children's art work within the school. The curriculum descriptors will be used as guidance to make assessments for individual children. They can then be used to inform 'next steps' planning. Children's sketchbook may also be used as an aid to informal teacher assessment.

Inclusion

Planning takes into account the needs, gender and cultures within each year group so that all children find the work accessible, stimulating and, whenever possible, appropriate to their interests. Children with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' art tasks and activities. It is also a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and displayed – thus helping to promote self-esteem. We aim to give all children the opportunity to develop an appreciation of art from different cultures through topic work or when studying religions and specific festivals. Teachers present pupils with work from a variety of artists, craft workers and designers – including both genders and work from artists from a variety of backgrounds

Resources

We have a range of resources to support the teaching of art and design across the school. General and frequently used resources are kept in individual classrooms with larger and more specialised equipment found in the subject leader's cupboard or the resource area.

We also have the opportunity to visit Galleries in Derbyshire if appropriate.

Health and Safety

It is essential that teachers make pupils aware of any potential hazards when working with a variety of tools and materials. Teachers and pupils should know how to stay safe in relation to use and, when necessary, storage.

The Role of the Subject Leader

- Ensuring that the art policy is implemented consistently throughout the school.
- Purchasing and distribution of resources to support the teaching of art within school.
- Providing advice and assistance to all staff and providing staff training when necessary.
- Keeping up-to-date with new guidelines on Art in the curriculum.
- Liaising with outside agencies.

Policy created by Leanne Gallimore September 2020

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