



## Clee Hill Community Academy Art Policy

Author	Julia Hilton
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### Introduction:

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

### Aims:

- To encourage children to have enjoyment in the creative process, to enrich their experience of school, and carry on beyond this to encourage them to explore art and design in the wider community.
- To encourage children to develop creativity, imagination, self-esteem and confidence through their exploration: recognising that there is no right or wrong way to do things only different styles and techniques.
- To improve children's skills in controlling materials, tools and techniques so that they can make increasingly informed and creative choices of media, tools and techniques for a given purpose.
- For children to learn about a wide variety of artists of different periods and from different cultures, who work in different media and the role they play in enriching lives and their importance in the wider world.
- To develop children's ability to observe, investigate, respond to and record the world around them through a variety of forms and media with increased confidence and without the fear of failure.
- To develop children's visual language and the ability to express their ideas and feelings, in order to evaluate their own work and that of others.

- To learn about great artists and craft makers and understand the historical and cultural development of their art forms.

## **Art Teaching at Clee Hill Community Academy**

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Art, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We do this best, through a combination of whole class teaching and individual/group activities.

We often make cross-curricular links and teach according to topics and the children's interests, therefore the artists studied may vary. Skills and techniques are specifically taught and demonstrated to the children in a direct way and teachers draw attention to good examples of individual performance as models for other children. The children are encouraged to evaluate their own ideas and methods, as well as evaluate the work of others, including artists, and say what they think and feel about them. We give children the opportunity to work both individually and in collaboration with others; working on various scales. The children also have opportunities to use a wide range of materials, tools and techniques, including ICT.

Inclusive practice in Art should enable all children to achieve their best possible standard; whatever their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in or progress in their learning.

### **Independence**

- Pupils will be involved in selecting resources and setting up equipment
- They should be encouraged to make decisions for themselves e.g. deciding when to change their water when painting and doing so independently, tidying up and taking responsibility for returning resources

(All of the above are with adult supervision as necessary)

### **Modelling, and developing techniques**

- Adult/ peer demonstration and support should take place alongside the pupil's work i.e. no-one else should alter or add to a child's piece of artwork thereby showing that the child's own work is valued
- Sketch books may be used to record pupils' observations and they should use them to review and revisit ideas
- Pupils will be given opportunities to practise and apply techniques, including drawing, painting and sculpture with a range of materials

## **Evaluation**

- Opportunities will be provided for pupils to reflect on their own and others' artwork in a way which builds self-esteem and confidence as well as offering constructive criticism e.g. through using 2 stars and a wish
- Pupils will be encouraged to express their opinions about their own art and the work of great artists, giving reasons and using the language of art, craft and design

## **Art and the Curriculum**

### **Early Years Foundation Stage (EYFS):**

Early Learning Goal - Children should achieve this goal by the end of the Foundation stage before they enter Year 1.

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

During the Early Years, in order to achieve this goal, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas. This is developed through both adult led and child initiated (with adults facilitating as necessary) activities.

### **Key Stage 1:**

During Key Stage 1, Art is about expanding children's creativity and imagination through providing art activities relating to the children's own identity and experiences.

Pupils should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists and craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work

### Key Stage 2:

During Key Stage 2, Art is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art in the world around them.

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
- 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

Cycle A	Autumn	Spring	Summer
Class 1	Painting and Printing	Textiles	Drawing

	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Food</li> <li>• Portraits</li> </ul>	<ul style="list-style-type: none"> <li>• Patchwork quilt</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Cars and vehicles</li> <li>• Playground equipment</li> </ul>
Class 2	Sketching/Painting/Printing <ul style="list-style-type: none"> <li>• Food</li> <li>• Still life</li> <li>• Famous artist Seurat - pointillism</li> </ul>	Pattern and Texture <ul style="list-style-type: none"> <li>• Collage</li> <li>• Brick and tile printing</li> <li>• Clay</li> <li>• Press printing</li> </ul>	Landscapes and Seascapes <ul style="list-style-type: none"> <li>• Foregrounds/backgrounds</li> <li>• Watercolours</li> <li>• Van Gogh/Hockney/Brady</li> </ul>
Class 3	Stone Age to Iron Age <ul style="list-style-type: none"> <li>• Artists in history</li> <li>• Cave painting</li> </ul>	Rivers <ul style="list-style-type: none"> <li>• Sketching / oil pastels / water colours</li> <li>• John Constable</li> <li>• Monet</li> </ul>	Romans <ul style="list-style-type: none"> <li>• Mosaics</li> <li>• Collage of a Roman soldier</li> </ul>
Class 4	Victorians Portraits - watercolour miniatures, black and white photo portraits, Penny Black stamps. Still-life- own compositions using own objects and comparing with Victorian artefacts. Landscapes - including work by Van Gogh.	Journeys  Linking to our work about space exploration, we look at work by the artist Paul Klee and produce our own work in his style. We look at in particular, his use of space and colour and how he 'takes a line for a walk' when creating some pictures. We discuss and evaluate our work before making improvements.	3D objects <ul style="list-style-type: none"> <li>• 3 D models of plants- linked to work in science</li> <li>• Collage</li> <li>• Giant 3D models of insects</li> </ul>
Class 5	We will study pop art designs and create our own self-portraits in the style of Andy Warhol.	We will study the work of Henry Rousseau and in particular his tiger picture. We will look at some rainforest animals and use tracing paper to re-create the pictures using different media.	We will experiment with sketching pencils to create our own 'Twister picture'. We will use papier mache to create our own volcanoes to then explode lava from.

Cycle B	Autumn	Spring	Summer
Class 1	3D Art and Painting <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Clay</li> <li>• Portraits</li> </ul>	3D Art and Painting <ul style="list-style-type: none"> <li>• Animals</li> <li>• Big art</li> </ul>	Collage <ul style="list-style-type: none"> <li>• Seaside - sand/shells</li> <li>• Undersea creatures</li> </ul>
Class 2	Sketching <ul style="list-style-type: none"> <li>• Portraits</li> <li>• Famous artist - Paul Clee/Pablo Picasso</li> <li>• Abstract art</li> </ul>	Pattern and Texture <ul style="list-style-type: none"> <li>• 3D work</li> <li>• Weaving</li> </ul>	Pattern and Printing <ul style="list-style-type: none"> <li>• William Morris</li> <li>• Sketching plants and animals</li> <li>• Watercolours</li> <li>• The Great Fire of</li> </ul>

	related to light and dark		London
Class 3	<p><b>Dragons</b></p> <ul style="list-style-type: none"> <li>• Dragon eyes - sketching and using different media to colour</li> <li>• Clay dragon eyes</li> <li>• Studying the portrayal of the eye in art - Picasso, Rene Magritte, Margret Keane</li> </ul>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>• Sketching and painting Tutankhamen (watercolours)</li> <li>• Making paper</li> <li>• Design a cartouche</li> </ul>	<p><b>Contrasting Locations</b> seaside/forest</p> <ul style="list-style-type: none"> <li>• Seascapes</li> <li>• Housaki- great wave</li> <li>• LS Lowry</li> </ul>
Class 4	<p><b><u>WWII- composition/ effects</u></b></p> <ul style="list-style-type: none"> <li>• Sketching- of artefacts to record ideas in a sketchbook</li> <li>• Blitz pictures including silhouettes</li> <li>• Propaganda posters</li> <li>• Make do and mend decorations</li> <li>• Make do and mend - printing wrapping paper</li> </ul>	<p><b>Artists/ designers in history - Anglo-Saxon art</b> including study of artefacts including helmet, sword and brooch designs and 3D models of Anglo-Saxon villages. Studying and creating our own Celtic knot patterns.</p>	<p><b>Talking Textiles</b> Explore how stories have been recorded in the past- The Bayeux Tapestry, Chinese plates, tomb paintings, comics. Collect information from these stories and use to design own representation of parts of a story/ history of Ludlow castle.</p>
Class 5	<p>We will look at different pots from the Greek times. We will then design our own vase / pot and then use clay to sculpt these. We will create our own Mayan masks using mosaic patterns.</p>	<p>We will use papier mache to create hot air balloons. We will use water colours to create our own flight pictures of planes.</p>	<p>We will study different Viking shields and discuss how they were effective in battle. We will then design and paint our own Viking shields.</p>