



Confidence. Persistence. Getting Along. Organisation. Resilience.

Art and Design Policy

School Vision

Edisford Primary School seeks to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, so that children learn key characteristics for success, as well as teaching core skills and knowledge associated with each subject.

Art and Design Intent

Our Art and Design curriculum aims to teach children how to be creative, to experiment with different media and explore ideas, to invent from first-hand experience and to express themselves. We want children to learn core skills, so that they can express themselves creatively, having fun through experimentation and invention. We aim to give them an understanding of famous artists, crafters and designers so that they learn the key principles artists use. They will learn how art and design reflects and shapes our history and contributes to our cultural richness, analysing creative works using the language of art, craft and design.

There are three aspects to our art and design teaching:

Practical knowledge

Theoretical knowledge

Disciplinary knowledge

At Edisford, we teach Art and Design as a separate discipline, whilst also linking other subjects where appropriate. Disciplinary knowledge of art and design is important as it enables children to question 'What is art?', 'How is art judged?' and 'How does design affect human environments?'. Our art curriculum allows children to work towards a specific artistic outcome that is pre-planned and designed, but also allows children to work towards an open-ended outcome that is not pre-ordained. In this way, our curriculum is both convergent and divergent. Over time and throughout each year group, children work towards more challenging goals.

Key Principles

All children will study an element of drawing. We see this as a core skill that leads to all other aspects of art, craft and design. Children will also study a mixture of painting (including colour), collage, sculpture and printing. Alongside these units, children will study the work of different artists and their artistic movements. We have gone beyond the national curriculum's core components

(drawing, painting and sculpture) to include printing and collage. We have chosen these extra units as part of a broad arts, crafts and design curriculum, which are revisited over time to avoid a superficial tour of too many art and design media. We want an ambitious curriculum that gives opportunities to excel in different media.

Spiral Curriculum

There are some overlaps and reinforcement opportunities throughout the Art and Design curriculum to enable children to rehearse and refine their techniques and knowledge. This means there is a spiral curriculum, with a combination of recapping and revising ready for new learning to layer on top of. This means that teachers deliberately teach key techniques over time, as well as varied practice with different media. They may use the same technique with different media to explore its limits and outcomes. Tasks may be designed to increase children's independence.

Core Component: Drawing

Our Art and Design curriculum aims for children to develop drawing skills first and foremost. This is an essential skill for all other art, so every year group studies different aspects of drawing. In each year group, the technical aspect of drawing is taught. Each year we teach additional skills, increasing the level of challenge and sophistication in their drawings. We acknowledge that drawing introduces opportunities for both receptive and productive expertise. To develop receptive expertise, children learn drawing-specific meanings for line, form and shape. They develop productive expertise by experimenting with colour and mixing, generating form and shape.

Line, Tone, Shape, Form and Space

Throughout the Drawing units, children develop their drawing skills each year:

Year R – Drawing outlines, series of lines, mark-making, circles, shading.

Year 1 – Feathered lines, series of lines, outlines, circles, finger blending, hatching, sketching shapes (oval face, almond eyes etc), lines that enclose spaces

Year 2 – Feathered lines, series of lines, outlines, circles, ovals, curves, straight lines, dots, vertical and horizontal lines, circles, shape and adding tone using soft 2B to 6B pencils

Year 3 – Feathered lines, series of connected lines, finger blending, curves and straight lines, applying pressure for tone, hatching and cross-hatching, pencil control for shape, creating form using tone.

Year 4 – Feathered, sketchy straight and curved lines, orientation of drawings, applying pressure for tone, hatching, cross-hatching, shading and shadows for three dimensional form.

Year 5 – Feathered, sketchy straight and curved lines, scumbling, cross-hatching, shadows, shading to create form, principles of proportion, refined sketching techniques.

Year 6 – Feathered, sketchy straight and curved lines, hatching, cross-hatching scumbling, shadows, tonal shading, principles of perspective, refined sketching techniques.

Teachers model these techniques and show how to achieve different effects. Tuition and modelling is an effective method of teaching new drawing techniques.

Painting

Painting is a media which has been used in the earliest civilisations to record our presence in the world. Before photography, it was a way of recording our experience and interpreting it. Famous paintings are revered and people visit art galleries to view fine art. Paintings make an impression on us their own way and we develop our likes and dislikes as a result of this. To develop receptive expertise, children learn the key principles about colour, such as cold and warm colours, or opposites which make each other more vivid. They mix colours to develop their productive expertise.

Painting and Colour

Children will study the principles of colour, including the colours of the rainbow, the colour wheel, pastels, complementary colours (opposites), analogous, primary, secondary, tertiary and monochrome. Children will learn how to lighten and darken colours when working in different painting media.

Brushstrokes

Alongside a study of colour, children will also learn key painting techniques. They will develop their brushstrokes, using stippling, washing, spattering, sponging, dabbing, fine-lining. Children will use good quality animal hair brushes rather than synthetic brushes, using broad and fine brushes.

Painting Terminology

Children will learn key painting terms such as wash, background, foreground, mid-ground, landscape, portrait, backdrop, horizon line, vanishing point.

Materials and Media

Children learn to paint in watercolour, poster and oil pastel primarily. These allow children to work with paint that is translucent and paint that is opaque. They use cartridge paper and canvas to paint upon, using real artists' materials. Children in Reception and Year 1 work on an easel to represent the world around them.

Children will work in different painting media e.g. watercolour, poster, acrylics, oil pastels.

Coverage

Children study Painting in Reception, Year 1, Year 2 and Year 4. Each year group studies a new aspect of painting, as well as recapping the previously learned knowledge and skills.

Collage

Collage (from the French 'coller' meaning to stick together or glue) emerged as a form of modern art (Modernist period) in the twentieth century due to its combination of elements. It involves combining different forms to create a new whole. Collage was first coined by Georges Braque and Pablo Picasso who were the first pioneers of this movement.

Collage and Avant-garde Art

Artists experimented with existing materials such as newsprint, magazines, tickets and photographs to create propaganda, due to the emergence of collage during World War One. It was a way of creating powerful fusions and matched the avant-garde context it emerged in. It is typically two-dimensional and is made by gluing materials onto flat surfaces like paper, board or canvas. It can contain three-dimensional elements, and involves other media, such as drawing or painting. It gives opportunities for invention, creativity and experimentation.

Collage Techniques

Children will learn how to craft using collage techniques. They will investigate the effect of different materials, scrunching, folding, tearing, deconstructing, pleating, twisting, cutting and weaving. They will experiment with texture, such as smooth, rough, spiky or soft effects. They will learn the term two-dimensional and compare with three-dimensional art. They will learn to layer different materials effectively, tying in their use of the terms horizon line, vanishing point, background, foreground, mid-ground, viewpoint.

Reflection of Own and Others' Art

Because of its nature as an avant-garde expression of the first-hand, the study of collage allows children the opportunity to express their individual perspectives, reflecting on their own and others' interpretations.

Collage is taught in Reception, Year 1 and Year 3.

Printing

The technique of printing goes back thousands of years to the earliest civilisations. It enabled the artist to create duplicated images and has paved the way for modern art to become mundane, such as the use of printing in wallpaper and fabric designs. A study of printing gives children the opportunity to learn broader skills in art, preparing them for the next stage of their education and fostering a skill which could be used in the future if they pursue a career in art and design.

Printing Techniques

A print is created in a number of ways, through an etching, engraving, stencil (prints through open areas onto a surface), relief (prints what is left of the original surface), planography (prints what is drawn on the surface). It either uses the positive areas to print from, or the negative areas. They

learn receptive expertise by applying their knowledge of positive and negative printing. They develop productive expertise by using this knowledge to create a relief print or a stencil.

Printing utilises core skills such as drawing techniques. Children use a range of starting points, which often begin with an initial sketch. They create prints for a purpose using repetitive pattern designs to create fabric and clothing or for wallpaper. Printing gives opportunities for experimentation and invention. Children develop a sense of creativity, using a range of starting points.

Printing and Colour

Children learn about key concepts about colour, including the colour wheel, complementary colours, monochrome, pastels. They also use brushstroke techniques such as stippling (for stencilling) sponging and spraying/spattering. They learn how to lighten and darken colours, using a range of primary, secondary and tertiary colours for effect.

Children learn about creating different moods and an appreciation of the observer. They learn how to manipulate the subject with use of different colours to create a feeling or atmosphere.

Coverage

Printing is taught in Reception, Year 3, Year 5 and Year 6. Knowledge and skills are layered so that children develop their skills.

Sculpture

Sculpture dates back to the earliest civilisations and gives children opportunities to work in three-dimensional form (height, width and depth). It is widely believed that our Western tradition of sculpture began in Ancient Greece. Sculpture can be created through carving into a block of material, such as metal, stone, ceramics or wood. It can also be produced by assembling (the opposite of carving) by welding, or modelling, moulding or casting. Children develop their receptive expertise by learning how the media can be manipulated. They develop their productive expertise by experimenting with different clay techniques such as coiling, moulding or shaving clay.

Sculpture may also be an architectural sculpture, or small-scale sculpture such as jewellery or pottery. Sculpture is commonly used in history to represent religion. Portrait sculpture began in Ancient Egypt, whilst figurine sculpture began in Ancient Greece. In Ancient China, animals and monsters were depicted through sculpture, whilst in prehistoric times, sculpture was often used to represent tools.

Materials

We want our children to work in several materials throughout their time at Edisford. This includes junk modelling sculpture, clay, tin foil, pipe cleaners, papier mache, natural materials, salt dough and use of computer-aided design to create card vehicles.

Techniques

We want children to learn key techniques when working with different materials. With clay, children will use a range of tools to mould and sculpt with, such as knives, bar supports (to create even, flat surfaces), rolling pin, loop tools, sponge, ribbon tool, wire clay cutter, needle tool, scraper tool. Children manipulate media, for example by coiling, pinching, moulding, sculpting and slabbing.

Coverage

We see the teaching of Art and Design as important as core subjects. We devote equal time to its study as we do other foundation subjects. We acknowledge that Art and Design is an area where children who may experience slower progress in other subjects may excel. We seek to acknowledge everyone's talents and give every child the opportunity to show their skills and potential. We know that the study of Art and Design nurtures children's wellbeing. It is its own discipline and teaches children a range of personal characteristics, such as resilience, persistence and confidence.

Different aspects of sculpture are taught as children progress through school. In Reception, children learn broad skills, such as representing in three-dimensions using different materials. In Year 2, they use natural materials to represent the world in sculpture, learning the terms temporary and permanent. In Year 4, children learn moulding techniques, sculpting in a range of materials, experimenting with proportion, using different joining techniques with clay. In Year 5, children work with clay, refining different clay sculpting techniques. They also sculpt using computer-aided design as a starting point for three-dimensional design.

Sculpture is taught in Reception, Year 2, Year 4 and Year 5.

Implementation

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Expressive Arts and Design EAD: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques; - Represent their ideas, experiences and imagination using a variety of materials, tools and techniques; - Share their creations, explaining the process they have used.		DRAWING Still Life Science link	DRAWING The First Artists History link	PAINTING Randomised Other Geography link		PAINTING Randomised
Autumn 2	EAD: Representing with Colour Children at the expected level of development will: - Represent their ideas, experiences and imagination using a variety of materials, tools and techniques; - Share their creations, explaining the process they have used.	DRAWING Self Portraits				DRAWING In Proportion/ Out of Proportion	
Spring 1	EAD: Representing with Colour Children at the expected level of development will: - Represent their ideas, experiences and imagination using a variety of materials, tools and techniques; - Share their creations, explaining the process they have used.	DRAWING Self Portraits	PAINTING A Bias of Colour Geography link		SCULPTURE People in Motion History link	DRAWING In Proportion/ Out of Proportion	DRAWING People and Places Geography link
Spring 2	EAD: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	PAINTING Paint the Rainbow Geography link		COLLAGE Discontinuity for Remembrance		PAINTING A Botanical world Science link	
Summer 1		PAINTING Paint the Rainbow Geography link	SCULPTURE The Natural World Science link		DRAWING People and Places History link	SCULPTURE Sensory Corners History link	PAINTING Famous Pictures History link
Summer 2		COLLAGE Cloth Craft History link		PAINTING Photomontage History link			

Progression of Skills

A spiral curriculum is taught, with drawing as a core component of our curriculum. Children then cover a range of other media including painting, printing, collage and sculpture.

See Art and Design Progression of Skills [Art and Design Progression of Skills 2023](#)

Artists

Throughout each unit of work, children study the work of different artists and artistic movements. These range from classical artists to those who work in abstract. The artistic movements covered are:

Prehistoric (Lascaux Cave Paintings), Ancient (Greek, Egyptian, Roman), High Renaissance (Da Vinci, Michaelangelo), Baroque (Arcimboldo, Caravaggio), Fauvist (Andre Derain, Henri Matisse, Emilie Charmy), Cubist (Georges Braque, Picasso), Abstract (Hepworth, Kandinsky, Rosenquist), Surrealists (Lowry, Kahlo, Dali, Picasso, Escher, Bridgwater, Helen Bradley), Pre-Raphaelite (William Morris), Impressionists (Monet, Morisot), Post-Impressionist (Van Gogh, Seurat, Signac), Romantic (Stubbs, Constable, Turner), Pop Art (Warhol, Mondrian, Goldsworthy, Koons, Hockney, Lichtenstein), Modernist (Middleton Manigault, Michael Grabs, Bill Dan, Javier Malavia, Gormley), Punk, Modern and Mod (Vivienne Westwood, Mary Quant, Philip Treacy, Cath Kidston, Rondinone, Coderch, Malavia, Yawanawa), Architects (Frank Lloyd Wright, Starr Kempf, Gaudi)

Reception

Eric Carle, Giuseppe Arcimboldo, Frieda Kahlo, Andy Warhol, Salvador Dali, James Rosenquist, Edward Middleton Manigault, Robert Delaunay, Stephen Biesty and other notable artists.

Year 1 – *Vincent Van Gogh, Pablo Picasso, Frieda Kahlo, Kandinsky, Pierre Mondrian, Marco Laborda*

Year 2 – *Rembrandt, Picasso, Giorgio Morandi, Giuseppe Arcimboldo, David Hockney, Andy Warhol, Keith Haring, Andy Goldsworthy, Michael Grabs, Bill Dan*

Year 3 – *Lascaux Cave Paintings, Hannah Hoch, John Stezaker, Indian wood printing, Henri Matisse, William Morris, Roy Lichtenstein, Vincent Van Gogh*

Year 4 – *Nixiwaka Yawanawa, John Dyer, L.S. Lowry, Helen Bradley, Michaelangelo, Carravagio, Bernini, Jeff Koons, Louise Bourgeois, Starr Kempf, Barbara Hepworth, Ugo Rondinone, Joan Coderch, Javier Malavia*

Year 5 – *Ancient Egyptian Art, Anglo-Saxon Art, Leonardo Da Vinci, Jeff Jordan, Todji Kurtzman, Hayden Williams, Claude Monet, Berthe Morisot, Renoir, Elizabeth Blackwell, Beatrix Potter, Charles Rennie Mackintosh, Anthony Gormley, Bruno Catalano, Chong Fah Cheong.*

Year 6 – *Frank Lloyd Wright, Gaudi, Escher, Andre Derain, Henri Matisse, Emilie Charmy, Vivienne Westwood, Mary Quant, Cath Kidston, Emma Bridgwater, Philip Treacy, Jasper Conran.*

Art Appreciation

We seek to give children experiences of art that stem from both men and women, from both Western and multi-cultural tradition. In this way, we aim to show children that art can arise from anywhere, from anyone. Art is a naturally occurring part of living in a world with many different cultural influences. Anyone can be an artist.

Adaptive Learning

Children all learn the same objectives as each other within our art and design curriculum. There may be children with different starting points, so learning is adapted so that they can achieve the same objective as their peers. This ensures that learning remains challenging to all pupils.

Children with SEND are catered for so that they can make good progress throughout the curriculum. They undertake interventions in the afternoon working on their individual learning plans, without missing the same lesson each week. Children at risk of falling behind are identified early and learning is pitched so that they can access the same learning objective. Higher ability children are given more challenging tasks within the same learning objective, to access deeper learning.

Inclusion and Diversity

At Edisford, all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances. A multitude of cultures are represented through the curriculum to reflect on the many different cultural roots of our children.

Impact

Subject Monitoring

Art is monitored three times a year in three different ways. This enables the subject leader to understand how effectively Art and Design is taught and learnt and make changes where necessary.

Autumn Term: Learning walk and sketchbook/display work scrutiny

Spring Term: Sketchbook/display work scrutiny and observations

Summer Term: Sketchbook/display work scrutiny, observations and pupil interviews

Any observations and evaluations made are used to tweak the curriculum to enhance the teaching and learning. Opportunities for training may present themselves and these are considered by the subject leader and implemented where necessary. Training takes place either through staff meetings. The subject leader uses current research, learning from the Arts Council and the Ofsted Research Review for Art and Design.

Continuous Professional Development

Staff meetings/twilight training

Research by the subject leader and cascaded down to staff.

Arts Council

Ofsted Research Review

Impact

Assessments in Art and Design are completed twice a year:

Mid-point (February)

End-point (June)

Summative Assessment

From this, the staff meet to scrutinise work in sketchbooks and in displays. Each teacher uses assessment statements to assess individual children against the learning objectives and outcomes. Children are assessed as being:

Not at the expected standard

At the expected standard

Working at greater depth within the expected standard

Summative assessments are used to tweak the Art and Design curriculum.

Through our assessment statements, we assess the three domains of art and design:

1. Practical knowledge (pupils' technical proficiency)
2. Theoretical knowledge (pupils' cultural knowledge about techniques, artists and movements)
3. Disciplinary knowledge (pupils' knowledge of how art is studied and judged)

This policy was reviewed in September 2023. It will be reviewed again in September 2024.