



Stroud Green Primary School

Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Art Policy

Policy Originator	Mollie Weston
Governor Responsible	Curriculum Committee
Status	Non-Statutory
Last reviewed	7 th November 2016
Review period	Biennial
Signed	



At Stroud Green Primary the creative arts are valued as an essential part of a broad and balanced curriculum. We have been awarded an Artsmark in recognition of our commitment to the arts.

Through art pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. Art develops and encourages critical and creative thinking. As such it lends itself to enriching, extending and consolidating learning in a variety of curriculum contexts and so can support cross-curricular learning. Art is a subject which values originality. It provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts people that they study. In recognition of our interest in the arts, for the academic year 2016-17 we named the classes after famous artists and sculptors.

Early Years

We recognise and value the fact that young children are naturally inquisitive and creative. Before they are able to write words, mark making will very often start with 'drawing,' which in itself is an important step in the development of writing skills. Children can express feelings and ideas through drawing, and being able to talk about a drawing and ascribe meaning is part of early writing.

In the Early Years, children have access to art materials daily both inside and out. Activities planned and led by an adult and opportunities for children to explore a variety of materials to follow their own interests. Using scissors, holding a pencil or paintbrush correctly or working in 3 dimensions offering the chance to learn how to use sellotape and glue effectively, are all activities which help stimulate the children's imagination and develop fine motor skills.

Early Years staff assess children's progress in art and design throughout Nursery and Reception guided by the relevant Early Learning goals.

Expressive arts and design involves supporting pupils to explore and play with a wide range of media and materials. It involves providing pupils with opportunities to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being imaginative: pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stages 1 and 2

Art is taught in a dedicated art room by a specialist art teacher to all classes in key stages 1 and 2. The Art Room was set up in June 2016 and we aim for it to be a vibrant and exciting environment where children have the scope to express themselves creatively. The Art Room offers a space to work creatively and to store materials and resources in an organised manner allowing the children to work with confidence and a sense of ownership. It is large enough for children to work collaboratively and for work to be stored and displayed on an ongoing basis. Lessons are cross-curricular wherever possible and are planned to give children experiences and skills that allow them to develop as young artists. Children are encouraged to develop their individuality, respond to challenges and take risks.

All children in key stage 2 have their own sketchbook, which are used to gather, collect, experiment and reflect. Sketchbooks will be treated with respect and therefore

not written in by the teacher. Instead books will be looked at 1:1 or in small groups as an opportunity for children to reflect on their work, ask questions and elicit creative responses.

Art and design lessons are based on the new curriculum published in 2014. Though schemes of work may be inspired by topic work, or cross-curricular links, lessons will still strongly link back to skills, with progression of these skills being developed on a yearly, basis. Children will have the opportunity to cover many different processes and media which cover some of the following:

- Drawing
- Painting
- Printmaking
- Sculpture
- Ceramics
- Creative Craft
- Collage
- Textiles
- Photography
- Installation and site specific works
- Digital and new media
- Design and graphic design
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Within each process or media children are developing skills such as:

Key Stage 1

- drawing from memory, imagination and observation - using e.g. a range of fine and broad media to develop control of line, shape, colour, pattern and tone – using e.g. charcoal, a small range of soft and hard pencils, graphite sticks, wax crayons, pastels, conté pencils/sticks, coloured pencils, ball point pens, oil pastels, water soluble pastels, felt pens, hard and soft rubbers.
- painting and creating colour by learning how to mix and apply paint in different ways to match and to make new colours - using water based paint and other wet and dry media to explore wash, strokes, layers, blending, splash, drip - using a range of media e.g. watercolour, tempera (block and ready-mix), ink, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources;
- assembling/constructing and making, forming and modeling using Newclay or any form of clay medium, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make representations of the real world (animals, heads, figures, cars and forms that interest pupils) – using card and found materials to build, stack and assemble;
- sculpture processes such as construction: using e.g. card, paper, wood, flower wire and surfaces - using ModRoc, paper lamination/papier maché, found materials. Exploring subtraction by carving soft materials such as soap bars: modeling using materials such as modeling clay, air drying clay, salt dough, Plasticine, casting using plaster of Paris;
- ceramics to develop functional, sculptural or decorative outcomes – using clay, before firing and simple dip or painted glazing;
- creative craft based outcomes exploring diverse processes that might include, fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and

- metals, leather, clay, textiles, found and recycled materials;
- design by looking, investigating, analyzing, listing and drawing to help them plan and organize their creative actions;
- printing and pattern making to understand how to Monoprint by lifting an impression or print from a textured surface, make rubbings and create single or repeat patterns using a motif/stamp/block – using e.g. Pressprint, Easiprint, cut paper and card stencils – using water based printing ink, stencil paper, coloured tissue paper,
- selecting, collecting, assembling, cutting, tearing, sticking and collaging to create work from a variety of found resources
- developing and using creative, critical and technical languages such as listening, speaking and reading, enabling pupils to build concepts and clearly express their understanding, intentions and ideas
- using numbers to manage concepts of scale, quantity and proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size for colour mixing, visual measuring length, scale and angle.

Key Stage 2 – Children further develop and extend their skills through:

- physical mixing of colours using paint and optical colour mixing by placing colours together on the picture surface, to create descriptive, expressive, emotional effects to convey ideas and intentions - using a range of wet and dry media, including PVA and additives such as salt, sawdust, sand and other collage materials, and including any natural products e.g. beetroot juice, cabbage juice, ground spice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented/constructed painting tools made from found and selected resources to create a visual vocabulary of new marks;
- drawing from memory, imagination and observation using an increasing range of fine and broad media to more carefully or expressively enable them to control line, shape, colour, pattern, texture, form and tone – using charcoal, a range of soft and hard pencils, graphite sticks, wax, pastels, conté pencils/sticks, coloured pencils, fine liners, oil pastels, water soluble pastels, hard and soft rubbers
- painting increasingly controlling colour, tint, tone and shade by learning how to mix and apply paint in different ways to match and to make new colours - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc - using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;
- assembling/constructing and making, forming and modeling using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make representations of the real world as well as imagined and invented worlds – using e.g. card and ‘safe’ found materials, masking tape, gumstrip tape, string and glue to build, stack and assemble;
- sculpture processes such as: construction: using card, paper, wood, wire, structural armatures and surfaces using ModRoc, paper lamination/papier maché and found materials
- reduction and subtraction: carving soft materials including soap or cast plaster
- modeling using materials such as modeling clay, air drying clay, salt dough,

- polymer clays, Plasticine, Chavant or Newplast;
- casting: using plaster of Paris;
- ceramics to develop functional, craft, sculptural or decorative outcomes – using clay and simple techniques of coil, slab, pinch or press mold casting to make products before firing and simple dip or painted glazing;
- creative craft based outcomes exploring diverse processes that might include, fabric collage, paper weaving, jewelry, basket making, beadwork, toy making, mosaic, wood working, enameling weaving, casting, and materials such as willow, papers, yarns, plastics, wire, leather, clay, textiles or recycled materials;
- design by looking, investigating, analyzing, listing and drawing to help them plan and organize their creative actions, exploring – e.g. illustration, surface and product design, typefaces, logo design, text and image, visual communication, composition etc;
- printing and pattern making to technically develop their ability to lift an impression or print from a textured or incised surface using a stamp or block and water based printing ink and prepared surfaces – using e.g. Easiprint, Pressprint or lino, and create surface pattern by ‘repeat printing’ a motif or simulate repeat pattern using digital technology, fabric printing and surface colouring - using e.g. wax resist and tie-dye;
- researching, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create work from a variety of found and created resources;
- developing and using creative, critical and technical languages such as listening, speaking, reading and writing, enabling pupils to interact with others as they build concepts and clearly express their understanding, intentions and ideas;
- apply the use of numbers to manage concepts of scale, quantity, proportion and when visually perceiving or physically measuring length, distance, height, width, depth, angle and comparative size when applied to e.g. colour mixing, visual measuring of length, scale and angle when drawing from observation, and when designing or planning before making.

Assessment

“Assessment in art, craft and design takes account of all aspects of pupils’ learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.” NSEAD (National Society of Educators in Art and Design).

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge, teachers listen to pupils talking about art, craft and design and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives.

Progress Objectives:

The four progress objectives are aligned with the four aims of the National Curriculum and underpin all teaching and learning in art: ‘Generating Ideas’, ‘Making’,

'Evaluating', and 'Knowledge'. The use of these headings ensures consistency of planning, teaching and assessment. An assessment criteria table (Appendix 1) for Years 1 – 6 provides a benchmark within each progress objective, establishing reasonable expectations of achievement and is also used to develop more specific assessment objectives for individual units of work. Assessment can be further refined by using a three-point scale that evaluates the extent to which each pupil has met the expectations. Pupils are assessed as: exceeding the expectations of the assessment criteria; meeting them in full or working towards them. The school tracks pupil's progress in Target Tracker (see Assessment Policy) and the specialist Art Teacher will use this, as well as more detailed summative records, to track children's progress each term and at the end of the year for the purpose of end of year School Reports. Target Tracker tracks 'Learning' and 'Techniques' and uses the terminology 'Not Begun' 'Working Towards' 'Achieved' and 'Mastered'.

Most able

The Art Teacher will keep a list of 'most able' children, identified through observations made during lessons (by the Art Teacher or Class Teacher) and by noting children who are achieving beyond their age expected outcomes during the assessment process. Lessons will be planned with these children in mind, to further develop their skills and talent. They will be encouraged to attend Art Club, their class teacher and parents will be notified, and advice given on ways to support and enhance their learning. If children are in year 6 it may be possible to notify secondary schools of their 'more able' status during the transition process.

Pupil Premium and Vulnerable Groups

We use our Pupil Premium Grant to ensure identified pupils receive afterschool enrichment opportunities, otherwise not easily accessed by these children. Staff can refer the names of children that may benefit from attending our afterschool Art club or other enrichment opportunities to the Deputy Head who will liaise with families. Pupil Premium children will be prioritised for places.

