

MERIDEN CHURCH OF ENGLAND PRIMARY SCHOOL



ART POLICY

At Meriden CE Primary School we wholeheartedly agree with the philosophy of the National Curriculum that Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and the wealth of our nation.

Aims

We aim to:

- Provide a stimulating environment that fosters aesthetic awareness and promotes a positive attitude to art.
- Develop personal confidence in making art which results from the child understanding that what they produce will be valued and appreciated by others.
- Develop inter and intra personal skills so that children can work independently and in collaboration with others.
- Develop skills and techniques associated with investigating and making art i.e. techniques in the manipulation of media, materials and tools which should be developed in an exploratory way.
- Develop visual awareness and the vocabulary to explain what they see in regard to their understanding of line, tone, colour, texture, pattern, shape, form and space – so that they will be able to express themselves effectively.
- Develop the ability to analyse and make informed, reflective and critical judgements about their work, the work of their peers as well as other artists, craftspeople and designers.
- Expand children's knowledge of particular artists and their ability name them along with their famous pieces.
- Generate a positive response which shows understanding of the diversity of art, craft and design across time and place.
- Recognise the part art plays in all other subjects.

Curriculum

The table below maps out the Art projects that link to each topic across school. The projects cover the appropriate knowledge and skills for each year group and supports teacher's planning to ensure a progression of both as children advance through the school. Individual year group pages of long term planning offer more information on each project, these can be found on the website and in W drive. A minimum of 8-12 hours should be spent

on the **developing of techniques, making and evaluating** process for each project. All projects should follow this sequence: **GENERATE IDEAS USING AN ARTIST/ARTWORK FOR INSPIRATION ---- DEVELOP TECHNIQUES AND SKILLS USING MADE SKETCHBOOKS ---- DESIGN AND MAKE A PRODUCT----- EVALUATE WITH REFERENCE TO THE ORIGINAL ARTWORK.**

Y4/5 Art	Autumn	Spring	Summer
Nativity	He and my family	Our World	Holidays
Artist studied: Kandinsky's Circles - shape and space Frank Bowling poured paintings	Seasons and Celebrations Jackson Pollock splatter paintings - painting The Great Wave Owl lamps	Teddy Bear Tales Emma was inspired as a artist of her friends but using the same techniques she drew her Thoughtful Jack Staking (https://www.artgully.com/)	Van Gough break of fruit - drawing Paul Klee Star sketch - painting Van Gough sunflowers cross matching - drawing
Inspiration	It's good to be me	Celebrations	Tell me a tale
Artist studied: Frank Bowling poured paintings	Jackson Pollock splatter paintings Owl lamps	Peter Thorpe's work is inspiration for chalk/pencil drawing Megan Cright collage repeat Vincent Van Gough sunflowers inspired for a vase of flowers art	Monet's Water Lilies 2000 Phyllis Baimbridge purple drawn painting Colour story with butterflies
Collage/card design	Scraping	Exploring ink and tissue paper collage	Exploring collage
Topic: Toyon Observational drawing of famous people using Access art videos to support Digital photography looking at the use of toys in Taylor portraits Create a sketchbook full of your own drawing experiments and then make a final observational drawing of your favourite child in the style of Amica Galt Using clay create a shell tile Homework challenge - create a paper mask, see create	Topic: Dinosaurs Create a textured clay dinosaur inspired by the work of Chen Chung	Topic: Castles Collage a castle in the style of Megan Coyle Use a graphics package to create a modern day castle in the style of Paul Klee's Castle and Sun picture	Topic: The UK in the world Create a printing block and stencils for your own UK of themes . Use this to create a repeating pattern. Create a 3D Crown for a Phoenix
Topic: Romans Design and make a fabric Roman tile	Topic: South Africa Experiment with paint and create a piece of African art in the style of Nehiwe Le Roux , which reflects the colours used in traditional African art	Topic: Villages Using the illustrations by Perce Dore (you can find 'Viking Boy' by Tony Brindley) create large scale pictures for display. Or in the rainforest topic by studying the picture Tiger in a storm by Henry Dore	Topic: Planet earth Design and create an embroidery inspired by Tude embroidery work Create a modern day self-portrait in the style of Nicholas Hilliard using digital media
Topic: Rainforest Create a picture of the planets in the style of Felix Thorne	Topic: Natural disasters Challenge: To research, design and create jewellery for a Brazilian Tribe Challenge: Create digital artwork showing a natural disaster in our country, inspired by the artist David La Touche	Topic: The Mayans Plan and create a sculpture of a Mayan in the style of Alberto Giacometti (combine with DT challenge) Homework challenge: Research the work of Alberto Giacometti , draw or print your favourite piece and explain why you like it. Make and work in the style of Paul Gauguin to create a still life painting of a bowl of fruit	Year 6 Collaged card
Topic: Rainforest Create a picture of the planets in the style of Felix Thorne	Topic: Natural disasters Challenge: To research, design and create jewellery for a Brazilian Tribe Challenge: Create digital artwork showing a natural disaster in our country, inspired by the artist David La Touche	Topic: The Mayans Plan and create a sculpture of a Mayan in the style of Alberto Giacometti (combine with DT challenge) Homework challenge: Research the work of Alberto Giacometti , draw or print your favourite piece and explain why you like it. Make and work in the style of Paul Gauguin to create a still life painting of a bowl of fruit	

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help Foundation children make sense of their world. This learning forms the foundations for later work in Art. These early experiences include;

- exploring how colour can be changed and mixed, resulting in learning which primary colours make secondary colours and choosing particular colours to use for a purpose.
- exploring lines and using them to enclose a space beginning to understand that these shapes can represent objects, using lines to create simple representations of events, people and objects.
- investigating texture, experimenting to create different textures and then purposefully using texture in planned final products.
- understanding that different media can be combined to create new effects working towards manipulating materials, adapting work where necessary, to achieve a planned effect and capturing responses to experiences with a range of media including paint and other materials.

- using simple tools and techniques competently and appropriately to shape, assemble and join materials they are using.
- learning about the work of famous artists including splatter paintings by Jackson Pollock, Wassily Kandinsky's circles, Claud Monet's Waterlilies and The Golden Fish by Paul Klee.

All of this culminates in the children being able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function by the time they leave the foundation stage so that they can use what they have learnt about media and materials in original ways.

Children are free to play, independently or with friends, with different media and materials including recycled materials and themed contrived tasks. All of these experiences encourage exploration, skill development, observation, dexterity, problem solving, critical thinking, teamwork and discussion. These activities are available indoors and outdoors and always attract the children's interest and curiosity. Observations of the children at work, their progress and their creations are documented on the school EYFS 2Simple EvidenceMe account.

Assessment and recording

On completion of a project children must have a final piece photo taken individually on Seesaw where they also verbally evaluate it and others work from the topic using the features on the Seesaw App. These videos are then added to the art folder for their year group. Their physical work is displayed if possible and then taken home to be enjoyed and celebrated. The sketchbook they have used to develop their skills towards the final piece is kept in a cardboard folder in their desk as a record of their learning. This folder is kept in school at all times and moves up with the child as they progress through school.

Work in Art is assessed through judgements of skills shown through sketchbook use and final pieces as well as the ability of the children to evaluate their work, talking about their work in comparison to others and the original artist as well as their use of the vocabulary taught.

At the end of a term the teacher makes a summary judgement about each child in relation to the N.C. expectations. This is then documented on the Art assessment tracker and analysed by the subject leader to see year group performance, areas of concern or excellence or any trends that mean certain types of pupils need support. Trends are recorded in the subject SEF and communicated to staff. Information on a child's progress in Art will be communicated to parents through the final report at the end of each academic year.

Resources

Consumable resources and specialist tools and equipment are stored in the centrally located, locked art cupboard or in the subject leader's classroom cupboard.

Health & Safety

All subjects are taught with reference to the school Health and Safety policy. Risk assessments are carried out as appropriate by the class teacher and pupils where appropriate. Staff will take care to talk about correct and safe use of tools and equipment prior to allowing an appropriate number of pupils access to these. Pupils and staff working with media that might stain clothing must wear aprons designated for art. All jewelry will be removed and hair tied back if appropriate.

Equal opportunities

Art teaching reflects that all pupils have equal access to a full range of educational opportunities; regardless of family income, gender, race or religion. Where a voluntary contribution is needed to pay for resources all children will have access to these resources regardless of if the contribution has been made or not, unless lack of contributions means the whole project has to be altered.

Signed:

Date to be reviewed: July 2024