

ART POLICY



Art & Design Policy 2017/18- Document Status			
Date of Policy Creation	December 2017	Federated Headteacher	Denise Garner
Date of reviews to be completed by	December 2019	Chairman Of Governing Board	Alan Smith
Inception of new Policy	8 February 2018	Teacher responsible for Art & Design	Claudia Hollins/Meghan Conway
Date of Policy Adoption by Governing Body		7 February 2018	

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Love, Laugh, Learn'

Respect, Resourcefulness, Resilience, Reciprocity, Reflectiveness

A1) Reasons for a policy

- The staff at Wrockwardine Wood Infant School & Nursery feel that a policy is needed to support good curriculum planning and the delivery of art.
- It is hoped, that in formulating this policy, it will help staff to increase their knowledge and understanding of the National Curriculum Programmes of Study for Art and Design at Key Stage 1 and the Creative area of learning for Early Years Foundation Stage.
- We hope that the policy will reflect the school's values and philosophy in relation to the teaching and learning of art.
- We hope the policy will ensure consistency of approach, provide continuity and progression and be of use to new staff, supply teachers and other interested parties, as well as existing staff.

A2) Why Teach Art?

At Wrockwardine Wood Infant School & Nursery we are concerned with the education of the whole child and that the development of art and craft skills enable children to achieve personal fulfilment and satisfaction. It is a visual and tactile subject which children relate to immediately.

The staff believe that art:

- promotes spiritual, moral, social and cultural development by encouraging children to explore their surroundings and express themselves in visual form and by evaluating and responding to works of art, craft and design;
- promotes key skills such as communication, ICT, problem solving, working with others;
- helps children develop their visual and aesthetic awareness;
- gives pleasure and increases self-esteem;
- is an effective vehicle through which we can deliver other aspects of the curriculum.

A3) Aims and Objectives

As a staff we feel that our aims should, in general, reflect the aims of the school. Our aims are:

- to promote, "excellence & enjoyment" meeting the requirements of the EYFS and National Curriculum;
- to provide children with necessary skills, concepts and knowledge necessary for children to express their responses to ideas, feelings and experiences in a visual and tactile form;
- to encourage development of imagination, original thought and personal expression;

- to develop children's visual and aesthetic awareness and enable them to make informed critical responses about their work and that of others;
- to encourage children to value the contribution made to their world by artists & designers from past and present times and from other cultures;
- to provide equal opportunities for all children to reach their full potential regardless of race, gender, cultural background or ability;
- to help children develop socially through collaborative working.

Objectives

By the end of Early Years Foundation Stage we hope children will achieve the Early Learning Goals set out in the Expressive Arts and Design strand.

- Sing songs, make music and dance and experiments with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.

By the end of Key Stage 1 pupils should be taught:

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

Below are our expectations for each year group within Key Stage 1.

By the end of Year 1 in art children will be expected to:

- respond to ideas;
- use a variety of materials and processes to communicate their ideas and meanings;
- design and make images and artefacts;
- describe what they think or feel about their own and others' work.

By the end of Year 2 in art children will be expected to:

- explore ideas,
- investigate and use a variety of materials and processes to communicate their ideas and meanings;
- design and make images and artefacts;
- comment on differences in others' work, and suggest ways of improving their own.

Attitudes

At Wrockwardine Wood Infant School & Nursery, the staff hope to promote the following attitudes:

- co-operation with others;
- caring for materials and themselves;
- respect for other peoples work and opinions;
- self-respect and confidence in their own ideas;

- willingness to 'have a go';
- perseverance,
- open mindedness,
- curiosity,
- critical reflection,
- awareness of re-using and recycling materials.

A5) What Do We Teach?

This section is split into:

- a) Areas of learning**
- b) Scheme of work - two yearly planning matrix**
- c) Process of art**

a) Areas of Learning

Early Years Foundation Stage: Expressive arts and design

- Talking to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.
- Encouraging children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.
- Encouraging and supporting the inventive ways in which children add, or mix media, or wallow in a particular experience.
- Be interested in the children's creative processes and talk to them about what they mean to them.
- Helping children to gain confidence in their own way of representing ideas.
- Creating imaginary words and images to describe, for example, monsters or other strong characters in stories and poems.

More able children in EYFS will begin to explore the programmes of study in Key Stage 1

Key Stage 1

The National Curriculum Programmes of Study can be split into the following areas of learning:

- investigating and responding to direct sensory experience; including visual, verbal, spatial and tactile dimensions, memory and imagination;
- looking at and talking about resource material to stimulate their own ideas;
- enjoying and appreciating the work of artists and designers and craft workers from their own and other cultures; use what has been viewed as a starting point for their own work;
- exploring the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas;
- talking about their own and others' work and how it was made, use observations to identify difficulties and suggest modifications;

- experimenting with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.

1. Key elements and concept and development

- Staff at Wrockwardine Wood Infant School & Nursery understand concepts in art to mean the key visual and tactile elements of line, tone, colour, pattern and texture, shapes, space and form.
- We know that children come to school with widely different experiences in art and that the best way to help them develop these concepts is to give them lots of opportunities to develop skills in different areas of experience (eg painting, printing).
- Teachers at Wrockwardine Wood Infant School & Nursery help children to acquire a visual language, just as they are taught to read and write. This 'language' can be used to express a huge variety of ideas.
- Each of the concepts are visited once every year in the school's two yearly planning cycle (see IPC Scheme of Work).
- Figure 2 illustrates how staff have identified progression in the concepts.

2. Areas of experience - skills and progression

At Wrockwardine Wood Infant School & Nursery, teachers have identified key areas to be covered during each year.

These are:

- mark making/drawing,
 - painting,
 - printing,
 - collage/mixed media,
 - 3D/sculpture,
 - textiles.
- Teachers recognise that children have to be taught certain skills to enable them to develop in key areas of art.
 - Figure 3 chart, showing progression of skills in these areas, illustrates that teachers at Wrockwardine Wood Infant School & Nursery are aware of how progression can be achieved.
 - Specific skills have been allocated to particular year groups to ensure that each skill is actually taught. However, teachers at Wrockwardine Wood Infant School & Nursery recognise that, in order not to hinder the progress of more able children, they may choose to teach higher order skills earlier when appropriate to do so.

3. Work of artists, crafts people and designers from past and present and other cultures

- Suggestions for artists that can be used appear on the long term IPC planning matrix. They are not prescriptive to allow for individual staff preferences but include 20th Century artists and artists from the past.
- Cross curriculum links in art are made through: literacy, RE & PSHE (artefacts and patterns from other religions Sikh clothes) and geography (e.g. a local study of a map drawing).

b) **IPC linked scheme of Work**

	EYFS Cycle A	EYFS Cycle B	Year 1	Year 2
AUTUMN 1	<p><u>EXPLORING AND USING MEDIA AND MATERIALS</u></p> <p>Self- portraits and photographs of children. Create class gallery. Drawings of families Make hand and footprints Collage of face</p>	<p><u>EXPLORING AND USING MEDIA AND MATERIALS</u></p> <p>Self- portraits and photographs of children. Create class gallery. Drawings of families. Make hand and footprints Collage of face</p>	<p><u>LINE, TONE & COLOUR</u></p> <p>Self-portraits: Look at self-portraits by the artists Van Gough and Picasso. Collage: Giuseppe Arcimboldo</p> <p>NC To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><u>LINE, TONE & COLOUR</u></p> <p>Explore work by the artist Ton Shulton Line – look how Ton Shulton has used line to divide picture into columns and blocks. Colour – Mix primary, secondary and tertiary colours. Look at how Tom Shulton has divided his pictures in blocks of shades of one colour.</p> <p>NC: •to use a range of materials creatively to design and make products •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
AUTUMN 2	<p><u>EXPLORING AND USING MEDIA AND MATERIALS</u></p> <p>Make posters for the shop. Make model shops using found materials. Make produce for role play shop from playdough/ clay/ papier mache. Make own paper bag using a piece of paper and decorate. Make wrapping</p>	<p><u>EXPLORING MEDIA AND MATERIALS</u></p> <p>Create Firework patterns using chalks and pastels. Make a diva lamp using clay. Decorate a Christmas decoration for the tree. Make Christmas cards Autumn leaf printing Printing pictures using autumn</p>	<p>D&T term</p>	<p>D&T term</p>

	paper using a repeating pattern. Make firework pictures. Christmas decorations and cards.	vegetables Make own paper bag using a piece of paper and decorate. Make wrapping paper using a repeating pattern.		
SPRING	<u>Exploring and using media and materials</u> Experimenting to create different textures. Make bear masks. Painting bears Bear collage Drawing pictures of bears. Experiment with colour design form and function Making houses to fit the different sized bears Build different sized tables for the bears.	<u>EXPLORING MEDIA AND MATERIALS</u> Paint characters from stories. Make stick puppets. Making a paper bag puppet. Use puppets to retell stories. Make large puppet show theatres using cardboard boxes.	<u>SPACE, SHAPE AND FORM</u> Look at the work of the artist Cezanne. Shape – describe shapes in pictures. SPACE – learn about foregrounds and backgrounds. FORM – move into 3D NC: •to use a range of materials creatively to design and make products •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>ART and DESIGN SPACE, SHAPE & FORM</u> Paul Clee – The Castle. NC: •to use a range of materials creatively to design and make products •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
SPRING 2	<u>Using Media and Materials</u> Create sea pictures; make blue lighter and darker using black and white paint. Use artwork by a famous artist as a stimulus. Draw a picture of	<u>EXPLORING MEDIA AND MATERIALS</u> Make Mother's day cards. Make mother's day placemats. Make Easter cards. Create magic bean collage.	D&T term	D&T term

	<p>their special object and say why it is special. Draw or paint own island. Draw or paint own maps. Make own islands using reclaimed materials. Create mother's day cards. Paint pictures of daffodils linked to St David's day.</p>	<p>Colour mixing Learn Easter songs</p>		
SUMMER 1	<p><u>Using Media and Materials</u></p> <p>Being Imaginative Drawing and painting animals. Making farm animals using paper plates. Moving around the hall like different animals. Looking at the patterns on animal's skin, develop into art work.</p>	<p><u>EXPLORING MEDIA AND MATERIALS</u></p> <p>Create a caterpillar using finger paints. Create a butterfly using different media. Children create ladybird crafts. Share story 'Ten little ladybirds' and re-enact. Make a beehive print using potatoes. Use bubble wrap to print a beehive and fingerprint bees. Make spiders using play dough. Children put 8 legs on.</p>	<p><u>How to create art work using natural materials.</u></p> <p>Look at work by the famous artist Andy Goldsworthy. Pattern – create patterns using natural objects. Texture - look and choose materials for their textural qualities. How to make a tree collage.</p> <p>NC: •To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>PATTERN & TEXTURE</u></p> <p>Look at patterns on skins of zoo animals. Explore patterns in nature. Look at the work of the artist Georgia O'Keefe (flower shapes and pattern.) Create own patterns from flower shapes. Add texture using found materials.</p> <p>NC: •to use a range of materials creatively to design and make products •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
Summer 2	<p><u>Exploring Media and Materials</u></p> <p>Representations of flowers and plants. Use Van Gogh painting as a stimulus. Make a miniature garden, use baking trays, compost, shells, stones, twigs. Sunflower collage – theme book covers. Designing an making a seed packet.</p>	<p><u>EXPLORING MEDIA AND MATERIALS</u></p> <p>Make Father's day cards Pirate maps Under the sea pictures</p>	<p>D&T term</p>	<p><u>LINE, TONE COLOUR</u></p> <p>Look at the work of the artist Stephen Wilture. Look at the cityscapes and identify landmark buildings.</p> <p>NC: •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

c) **The process of art at Wrockwardine Wood Infant School & Nursery**

At Wrockwardine Wood Infant School & Nursery teachers have developed a process which children can work through which enables them to develop their skills. It can be applied either in part e.g. when creating landscapes, or in full, e.g. when creating pattern & texture from an artefact or fabric design.

The process begins with close observation (e.g. of an artefact, fabric, view, painting by a famous artist) and progresses with the recording of initial ideas which can then be developed from 2D to 3D using different media and techniques.

Working through the process –

An example from Key Stage 1 using a piece of fabric as the initial stimulus:

- Close observation of fabric using magnifiers.
- Using “frames” to isolate a section of the pattern to develop.
- Initial drawings using 2B, 3B, 4B drawing pencils.
- Using a digital camera / photocopier to record and enlarge the patterns to work from.
- Develop drawings/patterns using a range of mark making tools and papers e.g. charcoal. Felt pens, aqua pencils on cartridge paper, brown wrapping paper, tracing paper, etc.
- Work in 2D on a large and small scale e.g. oil and dry pastels, inks, thick & thin paint using a range of papers.
- Mono prints, press printing and screen printing patterns.
- Resist techniques with wax crayons, flour paste and batik tools on paper and cloth, adding colour with drawing inks.
- Adding texture (2D to 3D) using collage techniques – string, found materials, wool.
- Needlework & tapestry.
- 3D using clay, mod-roc, plaster.

An example from the Early Years Foundation Stage using Kandinsky’s “Circles” as stimulus:

- Making circles with water and paintbrushes on different surfaces – flag stones, painting wall, blackboards.
- Making circles in sand, shaving foam, custard, etc.
- Making circles with paint on the “painting wall”.
- Making circles with mark making tools e.g. pencils, wax crayons, chalk
- Developing circles in a range of media – thick and thin paint, paint mixed with paste – on different surfaces and in different sizes, etc
- 2D – 3D making circles using wool, found materials, pasta, plaster, clay, etc.

A6) Contribution to the Whole Curriculum.

a) Cross Curricular Aspects

Teachers at Wrockwardine Wood Infant School & Nursery believe that art and craft play an important part across the whole range of the National Curriculum subjects. The skills that are developed can be applied across the curriculum and every subject uses art's visual imagery (See Figure 1).

b) SEN

- Teachers at Wrockwardine Wood Infant School & Nursery recognise the value of art in terms of supporting literacy and numeracy (Research shows that brain function is enhanced when children have access to art).
- Wrockwardine Wood Infant School & Nursery has a policy for supporting children with SEN which contains details of the school's approach to children with learning difficulties as well as statutory requirements.
- Teachers recognise that art can help pupils to improve fine motor skills and promote self-esteem in all children irrespective of ability.
- They also recognise that a child who has difficulty with reading and writing, for example, may be an able artist.
- They are sensitive to the needs of individuals and ensure that work is differentiated and appropriate support given e.g. by pairing children so one supports another.

c) Equal Opportunities

The school has an Equality Policy which contains details of the school's approach to these issues throughout all curriculum areas.

It states that:

"All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation."

The staff believe that art can help to promote equal opportunity and prepare children for life in a multicultural society, avoiding stereotypes of male/female roles, ability/disability and cultural background.

d) Multicultural Dimension

Cultural diversity is seen as a rich resource by the staff. They use this resource whenever possible to support art and craft activities.

Teachers are aware that children's language experiences can have an effect on their ability to use and understand specific terms in art and design.

e) Time Allocation

- At Wrockwardine Wood Infant School & Nursery art is taught through specific activities and as part of a creative curriculum during literacy, numeracy and other subjects.

- At present, three hours per fortnight are allocated to 'The Arts' which includes music.

A7) ICT

The National Curriculum document states that art & design can promote the key skill of ICT. Teachers at Wrockwardine Wood Infant School & Nursery recognise that ICT equipment such as computers, scanners, digital cameras, printers and the Internet can help children to create and develop their art & design work.

ICT can contribute to each part of the Programme of Study for art & design. Example are:

Knowledge, skills and understanding

Exploring and developing ideas

- Children use the World Wide Web to collect information on palace gate designs for work on pattern and texture (linked to the Cinderella story in literacy).
- Children use the computer as an electronic sketchbook by using "Revelations Art" to make patterns from a piece of fabric, exploring different colours and effects with different tools.
- Children use the digital microscope to look closely at a piece of grass, recording and printing out the image for further development.
- Children use digital cameras to record themselves in different poses for work on figures and faces and print out images for further observation.

Investigating and making art, craft and design

- Children use, "Revelation Natural Art" to create imaginary creatures as part of work on traditional stories. They try adding different textures, print out their images and use them to create a scene from a story they have read or written.
- Children use scanner/digital camera to import a photograph of a landscape and use image manipulation tools to explore different effects to create an electronic collages.
- Children draw a figure using, "Revelations Natural Art" and use the animation tools to create a sequence of moving images.

Evaluating and developing work

- Children make a simple PowerPoint presentation, with teacher's help, using digital photographs to show how a class project has developed e.g. photographs of fruit, drawings of fruit, collages of fruit, clay fruit. The presentation is used with the whole class to discuss and evaluate the work at each stage.
- Children use digital camera to take photographs of their artwork to make an electronic art gallery to share with others.

Knowledge and understanding

- Children use the Internet to look at the work of a famous painter (e.g. Seurat). They make printouts for discussion on style and techniques as preparation for using his style and techniques for their own pictures.

- Children use a search engine such as KidRex (images) to find images for research on a particular theme.

Breadth of Study

- Children use ICT to explore a range of starting points for practical work e.g. photographs using the digital camera, using the Internet to find pictures such as animal forms, natural objects, places and buildings, etc.
- Children use the Internet to research art, craft & design in a range of contexts e.g. local area, historical, other cultures, etc.

A8) Role of the Art subject leader.

At Wrockwardine Wood Infant School & Nursery, as in all curriculum areas, the role of the subject leader is to develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions from other members of staff.

Teachers also feel that the subject leader should:

- have an overview of art in the Early Years Foundation Stage and Key Stage 1 and monitor the National Curriculum;
- lead discussion regarding art policy;
- disseminate information from INSET;
- review long, medium and short term planning;
- update and manage resources;
- maintain and update portfolios and record of practice, corridor gallery and photographic records;
- liaise with outside agencies, e.g. artists, advisors, etc.;
- keep parents and governors informed about teaching of art e.g. through workshops.

A9) Teaching Strategies and Classroom Management

a) Teaching Strategies

At Wrockwardine Wood Infant School & Nursery children are taught in a variety of ways - whole class, small group and individually according to the learning task. A variety of appropriate teaching styles may be used for each lesson.

Some examples are:

Whole class

- Discussion based on a print by a famous artist
- Demonstration of a technique, e.g. printing
- Displays and collections
- Visits

Group Work

- Groups of up to four children working on particular task at their own pace.
- Collaborative work with small groups or pairs working on larger scale projects, e.g. collage.

Individuals

- Children working individually on similar tasks, e.g. observational drawing of a chosen toy.
- Children work individually on task which will contribute to a group or class project, e.g. making buildings for a class townscape, Mod Roc leaves for a class sculpture.

b) Classroom Management.

- At Wrockwardine Wood Infant School & Nursery teachers know that good planning and thorough preparation enables the teacher to teach well.
- Basic resources for art (e.g. pencils, scissors, glue) service a number of other subjects and because of this, art equipment is kept in well labelled containers (trays, baskets, etc.) in places where children have easy access to them.
- Children are encouraged to take responsibility for organising themselves in their workspace thus promoting independence.
- Each classroom is equipped with a sink and cold water tap to enable equipment to be cleaned easily.

A10) Resources

Classroom resources

Each class is equipped with a range of basic equipment and staff are expected to replace consumable stock on their list from their own budget allocations. It is the individual class teacher's responsibility to ensure the whole range is available to children.

Central resources

- A range of central resources are kept in the stock cupboard and in chests of drawers in the entrance (see list).
- Children's art books are kept in the school library.
- Specialist books and resources, eg Phillip Green pictures, for teachers are kept in the Learning Mentor room.
- Portfolios of children's work, relating to the visual elements and process of art, are kept in chests in the entrance hall and Learning Support Room.
- Photobooks are kept outside the head teacher's office to show off how art is taught throughout the different year groups along with other areas of the curriculum.
- The entrance hall and corridor gallery has examples of children's work alongside the work of famous artists and this can be used as a resource.

Cross Curricular Resources

Collections of toys, rocks, materials, etc that can be used as a stimulus for art are kept in the appropriate places for the subject, eg rocks in science cupboard, artefacts in history cupboard and Japanese artefacts in the geography cupboard.

Art and Craft Resources

Stock Cupboard:

- white card,
- cartridge paper - A1, A2, A3,
- kitchen paper A2,
- black sugar paper,
- specialist papers for occasional use - tissue, crepe, tracing, wallpaper;
- grey board - A1 sheets,
- batik equipment, wax, kettle, tjanting tools, iron;
- drawing inks and dyes for occasional use;
- collage materials (art straws, tiles, wool etc.);
- marbling equipment (trays and inks);
- screen printing equipment, two A4 screens/squeegees, two A3 screens/squeegees;
- Mod Roc and modelling wire;
- plaster of Paris,
- powder paints (large tubs).

Set of drawers in hall:

- sugar paper in a range of colours.

Set of drawers in entrance hall:

- portfolios of children's work;
- prints and posters of work by famous artists;
- photographic records.

Learning Support Room:

- examples of the process of art;
- examples of different techniques;
- boxes containing collage materials.

A11) Formal Assessment and Record Keeping

Assessment

At the end of EYFS, Profile Scores are used to measure children's attainment in the *Expressive Arts and Design* strand of learning.

For assessment purposes and report writing at end of Key Stage 1, class teachers refer to the National Curriculum document.

Record Keeping

Staff do not feel it is necessary to keep individual records of each child's work. Records in the form of photographs and samples of work are recorded in children's personal theme books and portfolios are kept by the art subject leader as both records of practice and as a staff resource.

A12) Health and Safety

The National Curriculum states that "pupils should be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements."

Teachers at Wrockwardine Wood Infant School & Nursery try to be aware of potential dangers and carry out risk assessments when using such equipment as wire, the batik kettle, Modroc and scissors. Paintbrushes should be stored safely, Fixative sprays are kept in a locked cupboard and all glass in frames has been replaced by plastic.

A13) Success Criteria.

Co-ordinators hope to see:

- the art policy being put into practice as a useful document;
- confidence of both teachers and children being increased in art;
- standards of teaching of art continuing to improve;
- photographic records, portfolios and records of practice completed and being used as a resource.

Figure 1

Cross Curricular Aspects

Examples of how art can be taught alongside other curriculum subjects.

<p style="text-align: center;"><u>MUSIC</u></p> <ul style="list-style-type: none">• Compose/record using symbol or pictures• Paintings/artwork to inspire music	<p style="text-align: center;"><u>MATHEMATICS</u></p> <ul style="list-style-type: none">• Printing with shapes to make symmetrical patterns/repeating patterns.• Reflective symmetry - reflections in water.• Angles – press printing and turning 90 degrees
<p style="text-align: center;"><u>LITERACY</u></p> <ul style="list-style-type: none">• Illustration for a story/poem• Speaking and listening e.g. developing the character of a fox while painting a picture of it• Discussing pictures/evaluating work• Story through art	<p style="text-align: center;"><u>ICT</u></p> <ul style="list-style-type: none">• Drawing programs –• Revelations Natural Art• Paint• Scanner• Digital camera• Digital microscope
<p style="text-align: center;"><u>HISTORY</u></p> <ul style="list-style-type: none">• Discussion of life in past through paintings.• Observational drawings/paintings of old buildings, artefacts, old photographs, clothes, etc.	<p style="text-align: center;"><u>SCIENCE</u></p> <ul style="list-style-type: none">• Printing with materials/fabrics.• Observational drawings of plants/animals.• Observing how materials being used change e.g. plaster, PVA glue
<p style="text-align: center;"><u>GEOGRAPHY</u></p> <ul style="list-style-type: none">• Painting of townscapes and landscapes - comparing localities.• Art from a contrasting locality e.g. Japan• Seasons• Weather	<p style="text-align: center;"><u>RE</u></p> <ul style="list-style-type: none">• Looking at religious symbols, e.g. Rangoli patterns.• Easter/Christmas cards.• Looking at church features, e.g. stain glass window.
<p style="text-align: center;"><u>DT</u></p> <ul style="list-style-type: none">• Designing end products, making plans.• Painting/decorating end product.	

Figure 2
Visual and tactile elements - concept development over the key stages

LINE		
EYFS	YEAR 1	YEAR 2
Experiment with mark making using a variety of tools, large and small scale paper and other surfaces		Begin to choose tools, media, scale surface for a particular effect or task.
Introduce a variety of media to create line – paint, pencil, crayon, fingers, etc.	Use a variety of media to create different types of line - thick, thin, wavy, straight; sharp, fuzzy, etc.	Use line for techniques such as hatching, blending, combing, etc.
Use line to record personal experiences and responses to objects.	Use of line for imaginative work, e.g. painting landscapes.	Use of line to organise and plan other work, e.g. diagrams, maps, illustrations.
Begin to challenge children to look, touch and think before drawing, etc.	Encourage children to add more details and use line for pattern and decoration.	Use line to add tone, form, etc. to observational work.
		Look at how famous artists have used line, e.g. Van Gogh in paint, Mondrian in pattern.
-tone		
EYFS	YEAR 1	YEAR 2
Collections of light colours, dark colours – sorting activities.	Use of 2B, 3B, 4B pencils to explore effects.	Layer colour, dry and fix then add more layers.
Explore effects of adding black and white to other colours on paint and blotting paint to create tone.	Use of charcoal and white chalk - smudging, blending, layering. Create tone with fibres, e.g. weaving	Optical blending two or more colours Pointillism – dots close together/far apart to add tone.
	Demonstrate tone using lights and torches	Look at how famous artists used tone to create form, moods, etc.
COLOUR		
EYFS	YEAR 1	YEAR 2
Make collections of one colour in different materials.	Use of cellophane, coloured torches to change colour hues.	Viewing colours from different angles and distances and in different lights to note changes in hue.
Naming colours – challenge children to see variety and subtlety.	Mixing using primary colours to make secondary colours.	Colour vocabulary primary, secondary, tertiary colours, harmonising and contrasting colours.
Mixing own colours and shades of one colour.	Colour games, e.g. how many colours can you mix from 2-3 primary 1 primary and black and white 3 primary and white.	Optical blending in a variety of media and mixing shades of one colour to show subtle changes.

Famous artists – finding colours in paintings.	Famous artists - mixing colours to match parts of paintings.	Famous artist - look at how artists have used colour, e.g. to create mood.
Decorative use of colour - a blue face is quite acceptable at this stage.	Representational use of colour, e.g. green for grass.	
PATTERN		
EYFS	YEAR 1	YEAR 2
Random patterns, e.g. splattering, marbling. Draw attention to regular shapes and surface patterns on natural/manmade objects, shells, walls, animals, etc.	Arranging own patterns - repeating, folding, overlapping, half drop, etc.	Searching for pattern in work of famous artists, eg Klimt, Mondrian.
Creating own patterns in many ways – drawing, painting, printing, rubbing, imprinted, embossed.	Creating regular, e.g. squares, concentric circles.	Creating more complex patterns, e.g. irregular, e.g. spirals, symmetrical and asymmetrical. Rotational, interlocking shapes.
Use of simple shapes, stripes, dots, etc.	Creating stylised patterns, e.g. use only shape of shells or leaves.	Adding more details to patterns using lines and textures.
		Use patterns for a purpose, e.g. designs for cloth, book covers, clay pots, etc.
TEXTURE		
EYFS	YEAR 1	YEAR 2
Sensory experiences – handling and manipulating materials like sand, water, cloth, wood, clay, etc.	Responding to materials – destruction to learn about qualities, e.g. fraying fabrics.	Creating textures – creating visual texture with mark making materials.
Awareness of surface textures.	Construction and abstract collages.	Textural patterns and relief pictures.
Collections of textured materials for sorting, e.g. rough, smooth.	Begin to choose materials for their textural qualities	Surface textures on clay, etc.
Developing language to describe textures. Use of magnifiers and microscopes to see textures.		Work of famous artists - use of materials and techniques, e.g. to create a silky look to fabrics on a painting.
SHAPE		
EYFS	YEAR 1	YEAR 2
Draw attention to shape: constant shapes, e.g. houses; changing shapes, e.g. smoke, clouds; geometric shapes, e.g. triangles; natural shapes, e.g. a leaf, a shell.	Formal arrangements of shapes for patterns, prints, etc.	Look at work of famous artists - figurative shapes, e.g. Lowry, Beryl Cook, Picasso and compare and contrast.
Use a variety of media to create simple shapes, e.g. paint, pastels, paper.	Create shape in 2D and 3D work.	Abstract shapes, e.g. Klimt, Miro, Mondrian.
Develop language of shape, e.g. pointed, zig zag, curved.	Develop language used to describe shapes, e.g.	

	curved surface, jagged edge.	
SPACE		
EYFS	YEAR 1	YEAR 2
Explore space in own work - leaving spaces between shapes in pictures.	Learn about backgrounds and foregrounds - create backgrounds to own pictures, e.g. still life, collage, printing, colourwashes, skies, etc.	Create space in own artistic arrangements, e.g. still life, using backgrounds, middle grounds and foregrounds in landscapes, changing size of objects - bigger close up and smaller further away.
Creating spaces, e.g. spots, stripes.	Look at work of famous artists, e.g. Mondrian's patterns, Turner's landscapes.	Use tone to create space, e.g. dark and light shades on objects, faces, ect., pale colours far away - strong colours close to.
Look at how space is created in illustrations in big books.		
FORM		
EYFS	YEAR 1	YEAR 2
Explore form using a variety of materials – sand, water, clay, playdough.	Create form using knowledge of materials - figures, models, pots, animals, etc. Look at examples of 3D work and sculpture.	Create form in 2D using line, tone and colour, use of hatching, smudging, strong - pale colours
Create form using construction kits, found materials for models, collages, etc.	Draw attention to shading on objects, e.g. light up a face with a torch - look at work of famous artists, e.g. how did Cezanne make apples look spherical?	Look at work of famous artists, e.g. Hockney's water pictures, sculptures, etc.

Figure 3
Skills and Techniques

SKILLS	YEAR NURSERY / RECEPTION
DRAWING/ MARK MAKING	<p><u>Manipulative skills and fine motor skills</u></p> <ul style="list-style-type: none"> • Thick pencils/pastels/crayons to help grip. • How to hold properly. • How to press down to make a mark. • Finding ways to avoid smudging with hand. <p><u>Making marks</u></p> <ul style="list-style-type: none"> • Using points, end, sides, pressing lightly/hard. • Thick/thin lines. • Different types and colours of paper. • Blending and adding tone. • Rubbings from the environment. • “Paint” & “Revelations Natural Art” – simple level.
PAINTING	<p><u>Brush sizes and types</u></p> <ul style="list-style-type: none"> • Holding a brush correctly. • Range of brush types, including fingers, blow painting. <p><u>Colour mixing.</u></p> <ul style="list-style-type: none"> • Learning skill of mixing, e.g. paint, icing sugar & water. • Experimenting with 2 colours, finding different shades and papers, e.g. black paint on black paper, and sizes of paper. • Adding white/black to colours. <p><u>Application</u></p> <ul style="list-style-type: none"> • Thick/thin paint, wet/.dry surfaces, wet/dry brushes. • Fingers, dribbling, splattering, blowing, etc.
PRINTING	<p><u>Skill of pressing and lifting</u></p> <ul style="list-style-type: none"> • Body prints - fingers, hands, feet. • Mono prints – single print taken from image made in thick paint on table or plastic tray. • Found and natural objects - collect and select, use range of colours on sponge bases or print with objects themselves, e.g. bubble, plastic, leaves. • Marbling and bubble printing. • Imprinting - into clay, dough sand.
COLLAGE/ MIXED MEDIA	<p><u>Fine motor skills</u></p> <ul style="list-style-type: none"> • Cutting with scissors, tearing, holding and manipulating paper. • Use of spatulas and correct amount of glue. • Use of tapes and how to cut and press down. <p><u>Paper collage</u></p> <ul style="list-style-type: none"> • Naming different types of paper and creating textures. <p><u>Found materials</u></p> <ul style="list-style-type: none"> • Selecting from a range provided, e.g. pasta, feathers, etc.
3D/SCULPTURE	<p><u>Properties of materials</u></p> <ul style="list-style-type: none"> • Malleable materials, e.g. play-dough, clay, papier mache. • Rolling, blending, twisting, melting, joining, building with it. • Modelling with materials. • Role play area, e.g. fruit for shop, masks. <p><u>Views of their work</u></p> <ul style="list-style-type: none"> • Can children see difference between 2D, 3D? What’s at the sides, back, front, above? etc.

SKILLS	YEAR 1
DRAWING/ MARK MAKING	<u>Observation, memory and imagination</u> <ul style="list-style-type: none"> • Use a wide range of tools, media and papers. • Experiment with line, shape, tone and space. • Drawing outlines and shapes and show some detail within. • Tonal work - look at objects with shadows. • Adding tone by blending/rubbing/smudging. • Sketching outdoors. • Rubbings with wax crayons. • Work back into drawings with different media. • Use of "Paint" and "Revelations Natural Art" for drawing (ICT).
PAINTING	<u>Colour mixing</u> <ul style="list-style-type: none"> • Recognise and name primary and secondary colours. • Mixing primary colours to make secondary colours. • Making paint lighter/darker. • Mixing shades of one colour. <u>Application of paint</u> <ul style="list-style-type: none"> • Mixing thick/thin with wet/dry brushes. • Different papers and surfaces. • Use range of tools to apply paint. • Working into paint mixed with PVA/Polycell with combs, etc.
PRINTING	<u>Techniques and skills</u> <ul style="list-style-type: none"> • Press prints – developed from line drawings. • String prints – drawn through paper. • Printing shapes, e.g. with potatoes, sponges, rubbers. • Found materials and natural objects. • Mono prints – discover positive and negative images. • Prints from other work, e.g. string pictures. • Prints from shoes, etc. • Imprinting - into clay, dough, etc. • Marbling
COLLAGE/ MIXED MEDIA	<u>Paper collage</u> <ul style="list-style-type: none"> • Experiment with cutting, crushing and tearing different types of papers, select appropriate shapes, and types of paper. <u>Colour mixing</u> <ul style="list-style-type: none"> • Overlapping papers: plastic films, tissue. <u>Found materials</u> <ul style="list-style-type: none"> • Working individually and in groups on different scales. <u>Mixed media</u> <ul style="list-style-type: none"> • Working with 2/3 media on the same piece in either 2D or 3D. • Use a range of papers, wax resist, sand in paint, and paint over collage. etc.
3D/SCULPT URE	<u>Properties of materials</u> <ul style="list-style-type: none"> • Can you blend it, roll it, and twist it, what happens when it gets wet? • How can you join it? • Can you build it tall? • Build it wide? • Modelling with the materials. <u>Views of their work</u> <ul style="list-style-type: none"> • Can children see the difference between 2D and 3D? What's at the sides, at the back? E.g. themselves, a tree? <u>Surface decoration</u> <ul style="list-style-type: none"> • Building up or impressing on material such as clay.

SKILLS	YEAR 2
DRAWING/ MARK MAKING	<p><u>From observation, memory and imagination</u></p> <ul style="list-style-type: none"> • Range of tools, media and paper – begin to choose for effect. • Detailed drawings, overlapping objects (space) in still life. • Drawing from different angles (space). • Sketching outdoors - develop back in classroom. • Work back into drawings with other media. • Adding tone and shadows (2B, 3B, 4B pencils and other media). • Look at work of artists and how they make marks - use techniques in own work (e.g., thick paint used by Van Gogh). • Use of “Paint” and “Revelations Natural Art” - junior level.
PAINTING	<p><u>Colour mixing</u></p> <ul style="list-style-type: none"> • Revision of Year 1 work and matching colours to real objects. • Mixing colours to match sections of paintings by famous artists. <p><u>Application of paint</u></p> <ul style="list-style-type: none"> • Thick/thin paint. • Different types of paint - powder, block, and ready mixed. etc. • Wet/dry brushes. • Different papers and range of tools (brushes, knives, squeezey bottles, etc.). • Adding texture with glue, sand, mixed into paint. • Working into paint with tools, e.g. palette knives, spatulas.
PRINTING	<p><u>Patterns</u></p> <ul style="list-style-type: none"> • Using shapes – random, repeating, half drop, etc. 1 colour 2 colours etc. • Using found objects. • Use prints for collage. <p><u>Press prints</u></p> <ul style="list-style-type: none"> • Adding texture to press prints using dots, crosses, lines, etc. • Single prints and layered prints, e.g. leaf shape, large veins, small veins. <p><u>Screen prints</u></p> <ul style="list-style-type: none"> • Using 2 – 3 colours
COLLAGE/ MIXED MEDIA	<p><u>Develop understanding of space</u></p> <ul style="list-style-type: none"> • Creating backgrounds for collages, e.g. sand onto card, leaves and string with tissue over. • Creating textural contrasts – overlapping papers, found materials, adding paint, sand, etc. • Working with 2/3 media on same piece - 2D or 3D.
3D/SCULPTURE	<p><u>Creating form</u></p> <ul style="list-style-type: none"> • Clay, plaster of Paris, plaster, dough, papier mache. • Modelling with found objects (boxes, cones, etc.). • Mod Roc and wire sculpture. <p><u>Surface texture</u></p> <ul style="list-style-type: none"> • Building up materials. • Impressing into materials. • Adding other materials to clay etc. (e.g. sand, leaves).

Figure 4

The following skills will be taught each term

Cycle A	EYFS	Year 1	Year 2
AUTUMN	Line, tone & colour	Line, tone & colour	Line, tone & colour
SPRING/SUMMER Teachers to choose which set of elements to cover to fit in with Spring/Summer term theme work, etc.	Pattern & texture or Shape, space & form	Pattern & texture or Shape, space & form	Pattern & texture or Shape, space & form

Figure 5

Looking at painting by a famous artist

Teachers at Wrockwardine Wood Infant School & Nursery have devised a list of questions (based on Rod Taylor's "Content, form, process, mood" to use as points for discussion when looking at a piece of work by another artist.

CONTENT

What is it about?

What is the subject matter?

Does it tell a story?

Is it real or imagined, realistic or exaggerated

FORM

Has it been designed?

What colours are used?

Are they bright or dull?

Are they contrasting or harmonious?

Have shapes been used?

Can you see textures?

PROCESS

What materials have been used?

What techniques has the artist used?

How did the artist start the piece?

Did the artist work quickly or slowly?

MOOD

How does it make you feel-

Calm, happy sad?

Is it quiet or noisy?

What words would you use to describe it?

Figure 6
Use of artists & craftspeople

Staff have agreed to use these artists only in the specified year groups. It is not exhaustive but can be added to when necessary.

Nursery / Reception	Year 1	Year 2
Kandinsky Jackson Pollard Rembrandt Hans Hoffman Alison Fennell	Pablo Picasso Giuseppe Arcimboldo Francis Bacon Vincent Van Gough Cezanne Turner Patrick Heron	Paul Klee Ton Shulton Georgia O'Keefe Stephen Wilture Gustav Klimt David Hockney Rennie-Mackintosh

Figure 7 **Glossary of technical terms**

LINE

Line is one of the most direct ways of communicating an idea. It is used to describe, design, decorate, illustrate and plan; to show scale, depth and expression.

- Hard lines such as window frames and railings, soft lines formed by creases in clothes, lines in nature such as leaf veins or tree branches, expressive lines such as dizzy, sad, jagged, happy, fast, slow, delicate and strong. etc.
- Lines to create patterns and space.
- Lines can be made with a range of tools – string, sticks, edge of card, pens, crayons, pencils and brushes. etc.

-tone

Tone describes the gradation from light to dark. It helps to describe form and add atmosphere.

- How light makes objects visible, revealing their form and creating shadows.
- Using black and white to add tone.
- Using depth of colour to show tone.
- Using lines or dots to create tone.

COLOUR

The science of colour

- 3 primary colours – blue, red & yellow- cannot be made by mixing any other colours.
- 3 secondary colours – green, orange & purple – made by mixing two primary colours.
- 1 tertiary colour – brown – made by mixing 3 primary colours
- Complementary colours – red & green, yellow & purple, blue & orange – opposite to each other (e.g. red is complementary to green because green is made with other two primary colour of yellow and blue).
- Colours can harmonise or clash.
- Adding more colour to make it deeper or water to dilute it.
- Adding black or white to create shades and tints.

Colour can also be used to create moods:

- bright colours – happiness
- dark colours – sadness
- cool colours – blues and greens
- warm colours – yellows and reds

SHAPE

Shape is the outward form of an object, defined by its outline.

- constant shapes e.g. houses, buildings
- changing shapes e.g. clouds, smoke
- geometric shapes e.g. triangles, squares
- natural shapes e.g. leaves, shells
- realistic or abstract shapes
- silhouettes

Shapes cannot exist in isolation because all shapes are linked to other shapes like a jigsaw puzzle.

FORM

3 dimensional shape

- Sculptors create form in 3D e.g. models of animals, heads, figures.
- Painters create form in 2D on a flat canvass by using tone (paler or darker colours) and perspective (objects appear smaller as they recede into the distance, parallel lines appear to converge as they get father away).

PATTERN

Pattern is shapes repeated many times

- pattern in nature e.g. segments of an orange, ripples on water, animal markings
- pattern created incidentally e.g. books on a shelf, bricks in a wall
- pattern used to decorate e.g. on fabrics, crockery, wrapping paper

Patterns can be created through:

- repetition of identical shapes e.g. printed on to fabrics;
- similar shapes organised in a sequence e.g. a group of sheep.

TEXTURE

Texture is what a surface is like to touch and it influences the way we respond to pictures or other works of art.

- textures in nature e.g. fur, bark, wood, stone, shells
- textures that are manufactured e.g. tin foil, bricks, a knitted jumper
- words to describe texture e.g. soft, smooth, rough, spiky, slimy, furry, silky, knobbly

Artists can create texture on surfaces by:

- adding materials such as polycell, plaster, sand or PVA glue to paint;
- using different thicknesses of paint;
- using different brush strokes for smooth or course areas of the picture
- making rubbings.

Sculptors can create texture by using different techniques

- carving, combing, scraping, sanding, polishing, indenting, etc.
- adding objects and materials

Art and Craft Resources

Each classroom should be equipped with the following items:

Graphic Tools	Drawing Pencils 2B, 4B	12
	Fine Ball Point Pens (Black)	12
	Fine Fibre Tipped Pens (Black, Handwriting)	12
	Charcoal. Range of Grades	6 each grade
	Charcoal Pencils	12
	Coloured Pencils (enough to avoid frustration. Clearly colour coded)	
Pastels and Chalks	White and Coloured Chalk	
	Greyhound Pastels (organised in pots of individual colours to avoid damage)	
	Oil Pastels (optional)	
Watercolours	Watercolour Boxes (in good condition)	8
	Optional - white, yellow, green and black watercolour blocks. These are the most popular colours)	
	Watercolour Palettes (not used for any other paint)	8
	Nylon Brushes (not used for any other paint)	
	Size 2	6
	Size 4	6
	Size 6	6
	Size 12	2
	Plastic pipettes for transferring small quantities of water for mixing	8
Inks	Full range of colours including Indian Ink	
	Palettes (not used for any other media)	8
	Nylon Brushes (not used for any other media)	
	Size 2	6
	Size 4	6
	Size 6	6
	Plastic pipettes to avoid contamination of colours (one for each colour)	
Paints	<u>Ready Mix</u> Essential - the primary colours and black and white (other colours optional). It is important that children learn to mix colours from primaries.	
	Palettes	12
	Brushes - Nylon	
	Size 12	4
	Brushes Hog hair	
	Size 6	8
	Size 10	8
	Size 14	8
	Size 18	8

Powder Paint	School provides this. Lovely effects can be achieved by mixing with cellulose and P.V.A. glue and applying with palette knife. All classes should have the primary colours and black and white.	
	Brushes Nylon	
	Size 12	4
	Brushes Hog hair	
	Size 6	8
	Size 10	8
	Size 14	8
	Size 18	8
Printing	Printing Inks (watercolour). The primary colours and black and white	
	Minimum of 6 rollers	2
sm		2
md		2
lg		2
	Printing Boards (off-cuts of Formica are best) (1 for each colour)	
	Polystyrene Press Print	
Adhesives	P.V.A.	
	Cellulose	2
	Copydex	1
	Pritt Stick - this is less effective than P.V.A. and extremely expensive. We need to teach children the skill of using P.V.A. properly	4
Other Resources	Magnifying Lens	8
	Microscope	1
	Scissors	12
	Palette knives	2
	Clay Modelling Tools (clay is a much better medium to use rather than plasticine)	
	Water Pots	12
	Glue Pots	12
	Glue Spreaders	20