



Curriculum Intent and policy

"Building a life-long love of learning in a safe and happy school."

Art and Design

Principles

Art is given a high profile at Loughton Manor First School. It is not only valued as an imaginative and creative subject but is one of the key ways in which we provide children with stimulating experiences that enable them to understand and respond to the world. The opportunities given to the children will provide them with the means to confidently explore art and develop a critical appreciation of arts, crafts and design into adulthood. In developing this broad understanding and appreciation of the possibilities that the creative arts hold, children are able to think independently about their creations and make confident and informed decisions around media, materials and skills. We regard art to be a valuable force for enriching pupils' wellbeing, work and attitudes, offering multiple benefits across the whole curriculum and beyond.

We offer a broad introduction to a wide variety of core skills, enabling children to identify as artists from a young age. Children are taught to understand and value the importance of process art and given the opportunity to explore texture, colour, line, shape, form and space in an independent context. By reworking original ideas children realise the full potential of their creative ability. Throughout their time at Loughton Manor the children will be exposed to a range of work by contemporary and traditional artists in order to develop their knowledge.

By the time children leave Loughton Manor First School at the age of seven, they will be able to apply different art and design techniques confidently, allowing them to develop and share their ideas, experiences and imagination. We offer opportunities for children to explore a range of art styles and genres in 2D and 3D.

By the time children leave Loughton Manor First School at the age of seven, they will have explored a variety of media and developed a range of skills. Children will:

- use a range of materials creatively to design and make products.
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- know 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.
- have ideas about and express opinions on a range of artists' work.
- explore colour mixing, texture and mixing different media.
- begin to adapt work where necessary



Progression in Skills and Understanding

Colour – linked to Mathematics (Numerical Patterns)		
<u>Key vocabulary:</u> Primary, secondary, changing, mixing, blending		
Foundation Stage	Year 1	Year 2
Know primary and secondary colour names. Explore the use of colour in their own work and how colour can be changed. ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	As before + Mix primary colours to create secondary colours. Choosing relevant colours for a purpose.	As before + Know how to mix a given colour.
Drawing - links to Physical Development		
<u>Key vocabulary:</u> looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, chalk, light, dark, pressure, pencil grades, rubbers, background, foreground, detail,		
Foundation Stage	Year 1	Year 2
Investigate marks and represent their observations. Draw using a range of mark making implements. Use fine and gross motor skills to enable them to make a range of marks in varying sizes. Use lines to enclose a space and then begin to use these shapes to represent objects. ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	As before + Can draw carefully in line from observation, recording shapes and positioning, marks/features with some care. Use a range of media/ mark making implements with greater control. Use fine and gross motor skills with greater control.	As before + Explore tone using different grades of pencil, pastel and chalk. Can make line and shape drawings from observation adding light/dark tone, colour.
Painting – (linked to Physical Development and PSED (Self-regulation))		
<u>Key vocabulary:</u> mixing, poster paint, water colour, brush, brush strokes, sponge, fingers, hand, rollers		
Foundation Stage	Year 1	Year 2
Explore how paint can be manipulated to create a range	As before +	As before +

of effects/textures e.g. finger painting, water colour, different brushes, powder paint, ready mix. ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	To begin to choose appropriate painting materials for a planned or desired effect (e.g. background). To carefully select different brushes (thick/thin) and use other tools with greater control e.g. understanding how to correctly hold a brush, how much pressure to apply etc.	Can investigate, experiment, mix and apply colour for a purpose.
3D work – linked to Physical Development (Fine Motor Skills) and Mathematics (Numerical Patterns))		
<u>Key vocabulary:</u> Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D, pliable.		
<i>Foundation Stage</i>	<i>Year 1</i>	<i>Year 2</i>
To explore and manipulate 3D materials such as playdough, clay and found objects to represent something known. To use a range of materials to construct models with a purpose in mind. To use simple tools and techniques competently and appropriately e.g. cutting, joining materials, etc. ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	<i>As before +</i> Can model in malleable materials, controlling form to assemble basic shapes or forms. Construct with a purpose in mind using a variety of 3D resources, thinking carefully about the shapes that they want to create and how to manipulate materials successfully. To use simple tools and techniques to enable them to model with developing independence and competency.	<i>As before +</i> Construct with a purpose in mind to create and make 3D products and art work.
Printing – linked to Physical Development (Fine Motor Skills))		
<u>Key vocabulary:</u> Ink, pressure, repeated print, random, mono print, printing, patterns, texture, quality		
<i>Foundation Stage</i>	<i>Year 1</i>	<i>Year 2</i>
Can apply paint to a surface to experiment with printing and improving the quality and placement of the print (hands, feet, objects and found materials). ELG (Creating with Materials) – safely use and explore a variety of materials,	Can explore and create patterns and textures with a range of found materials.	Can mono print by marking into an ink block, controlling line and tone, using tools or pressure. Can repeat a pattern randomly or tiled on a grid with a range of blocks.

tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.		
Collage – linked to Physical Development (Fine Motor Skills))		
Key vocabulary: Cutting, tearing, snipping, materials, accurate, content, shape, smooth, rough, layer		
Foundation Stage	Year 1	Year 2
Using and manipulating scissors to cut paper. Can make snips and cut paper. Learning to use glue sticks and spreaders to join materials. ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	Can select with thought, different materials from a selection of resources considering content, shape and texture.	Can select and modify by cutting and tearing before adding other marks and colour to represent an idea.
Artists, craft makers and designers – linked to Understanding of the World (Past and Present))		
Key Vocabulary: artist, illustrator, craft maker, designer, opinion, gallery, creative arts, differences		
Foundation Stage	Year 1	Year 2
To know what an artist, illustrator, craft maker and designer is. To look at the work of artists, craft makers, designers and illustrators and begin to respond to it. To participate in a whole school expressive arts week based on Take One Picture (see National Gallery). ELG (Creating with Materials) – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used.	<i>As before +</i> To make links between work produced by artists and their own work. To begin to express opinions on the art work they explore.	<i>As before +</i> Express opinions confidently. Verbally and creatively express their responses to different artwork.

ART POLICY

Philosophy

At Loughton Manor First School Art is imaginative and creative. Art and Design at Loughton Manor provides stimulating experiences which enable children to understand and respond to the world in a unique way. Through Art and Design activities children learn to make informed judgements enabling them to make aesthetic and practical decisions helping them to become actively involved in shaping their environment.

Specific Aims

- We teach a broad art curriculum where children gain knowledge, skills and an understanding in art.
- From a range of stimulating starting points, children develop ideas using observation and imagination skills. They express themselves through working in two and three dimensions.
- Children are taught the appropriate skills to use and care for a wide range of materials and art equipment.
- Children explore possibilities and review what they and others have done, and become increasingly confident when making judgements and aesthetic decisions about their work.
- We develop children's visual literacy to help them become discerning observers to read and find meaning in the images of their world.
- We develop the critique and dissection of established artists from around the world, both historically and in the contemporary field, and use this knowledge to inspire and influence art made in school.

Planning

At Loughton Manor we ensure that our Foundation Stage has a range of multi-sensory stimuli and creative resources easily accessible to the children. Within the Expressive Arts and Design curriculum, enjoyable activities are planned to provide children with a safe environment to explore a variety of materials, tools and techniques and to develop skills to manipulate materials and use tools and techniques competently.

We deliver the NC programmes of study for Art and Design through our agreed long and medium term planning. This is taught through Plan Bee in year 1 and year 2. This enables us to ensure specific skills are taught and built upon within a revisiting spiral as the children move through the school. This creates a pathway through the year groups to ensure a steady progression in a wide range of art and design activities, involving drawing, painting, textiles, sculpture and pottery. In addition, art is developed to enhance work across the curriculum. Short term plans are prepared by the subject specialists on a termly basis but are organised weekly by year group teams and allow flexibility to include projects for special occasions, events or resources as and when they

occur.

We evaluate our plans to determine whether our learning targets have been met (see Curriculum Policy).

Organisation

As Art and Design is cross curricular as well as project based our weekly time allocation varies. Some art activities take place within one teaching session while others require work over a longer period. A block of lessons are planned and digitally resourced ahead of time to fit a 'general' termly timetable, however, flexibility is necessary, with the option to roll over some lessons into various weeks.

During the year children work on pieces individually, cooperatively with a partner and in larger groups. Group work to achieve a shared outcome is particularly prominent during Expressive Arts Week, where groups, classes, year groups and the school as a whole come together to work from the same historical artwork through a stimulus provided by the National Gallery.

Children are taught how to take care of their art equipment and tidy up at the end of the session. Children are questioned on the correct handling and storage of equipment throughout their learning.

Teaching Methods

Our skilled practitioners provide active learning opportunities where children enjoy inventing and creating their own works of art. Children are encouraged to share their ideas and begin to think more critically to evaluate their own work and gain a better understanding of the work of artists.

Our teaching provides varied and interesting starting points for art activities to engage and inspire pupils. Art work may be developed from a single object, a collection, a person or an event from the present or the past, from their own experiences, from their imagination and from the study of significant artists. Initial ideas may be pupil led as well as teacher directed and used to enrich all areas of learning.

Our teaching promotes:-

- investigation/exploration/inspiration
- creating/expressive response
- design/decision making
- knowledge and understanding
- progression of skills

- thinking critically/evaluation
- creativity/cultural development

Teachers create a supportive teaching environment, providing positive feedback for children, to encourage and build confidence in their artistic ability.

Cross-Curricular Links

Art enriches children's learning throughout the curriculum and therefore is planned into other lessons wherever the opportunity arises.

Outdoor Learning

At Loughton Manor First School we pride ourselves in our school grounds and benefit from a community rich with learning opportunities. We recognise the importance of Outdoor Learning (OL) on our children's development and plan OL opportunities whenever possible.

Health and Safety

Children are taught to use tools and materials safely and accurately to minimise the risk of accidents. Classroom rules encourage children to behave responsibly with tools and equipment.

Assessment

At KS1 Art is assessed annually in line with our assessment calendar (see Assessment Policy). An aspect of children's work is recorded in the appropriate books.

A whole school art exhibition is held biannually to celebrate the children's achievements and to raise awareness and appreciation of art and creative skills.

Resources

There is a wide range of resources, which are stored in the main stock cupboard for whole school use. Frequently used materials and equipment are stored under the sinks in shared area cupboards. There is a pyramid-shelving unit on each side of the school for the convenient storage of paper, including off cuts. All other off cuts from purchased materials go to the Foundation Stage for use in free activities. Clay equipment is stored under the sink in the green cupboard on the Year two side of the building. Bags of clay are stored under the sinks in Year 1 and Year 2 areas.

Within the art curriculum children are taught how to clean and care for the equipment that they use and where it is kept in their shared area. The art Subject Leader and office staff order new resources, which are checked by the Head teacher.

Equal Opportunities

All children will have access to the Art Curriculum in line with our Equal Opportunities Policy.

Monitoring and Evaluation

Monitoring and evaluation will be within the remit of the Expressive Arts Team, a curriculum team which meets half termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our high standards. The action plan details aspects to be monitored and evaluated, and identifies these members of staff/governors involved.

Roles and Responsibilities

The Art Subject Leader together with the head teacher, Curriculum Team and the governing body is responsible for the review of the subject policy. It is the Art leader's role to support colleagues, review planning and ensure that the necessary resources are in school in order to deliver the National Curriculum Programmes of study. The Art Subject Leader will keep abreast of current thinking within the teaching of Art and Design and communicate these ideas to the school staff.



FS2 Assessment – Outcome Statements for Art

FS2 Class _____

Transfer information for Yr 1 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Foundation Stage 2 child. I can...

- safely use and explore a variety of materials
- safely use and explore a variety of tools
- safely use and explore a variety of techniques
- experiment with colour
- experiment with texture
- experiment with form and function
- experiment with design
- share my creations, explaining how I have made it.

Working towards (names and comments)



Year 1 Assessment – Outcome Statements for Art

Yr 1 Class _____

Transfer information for Yr 2 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 1 child. I can...

- 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
- 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.

Working towards (names and comments)

Exceeding (names and comments)



Year 2 Assessment – Outcome Statements for Art

Year 2 Class _____ Transfer information to KS2

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 2 child. I can...

- 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
- 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.

Working towards (names and comments)

Exceeding (names and comments)