

## **Dinting Church of England**

### **Art Policy**

#### **Statement of Intent**

At Dinting Church of England Primary School, we believe in a broad and balanced curriculum where all children deserve and have the right to explore all areas of the curriculum, ensuring that children are able to express themselves through different medias. As a Church of England School we aim to ensure Christian values are built into the ethos and teaching across the whole curriculum, promoting attitudes of mutual respect and responsibility.

Matthew 22 verse 39

#### **‘Love your neighbour as you love yourself’**

Our aims in teaching art are that all children learn to:

- Find enjoyment in art and creativity.
- Discover a sense of purpose and fulfilment in artistic expression.
- Use a range of materials and techniques competently.
- Develop their skills in observation and describing.
- Value their own work and respect the work of others.
- Discuss their work using a rich variety of appropriate vocabulary.
- Express and explore their ideas confidently.
- Experiment with a variety of different medias both 2D and 3D form.

Why we value and regard art as an important subject:

- It allows children to achieve a sense of fulfilment throughout life.
- To help children develop their cultural understanding.

#### **The National Curriculum**

In the National Curriculum children at both Key Stage 1 and Key Stage 2 should be taught to produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### **Key Stage 1**

**Children 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.
- 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.

## **Key Stage 2**

### **Children should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

## **Planning and Teaching**

### **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, pencils, 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 modelling using clay 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, paper lamination/papier maché, found materials. Ceramics to develop

functional, sculptural or decorative outcomes modelling using materials such as modelling clay, air drying clay, salt dough, Plasticine, casting using plaster of Paris.

- 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, analysing, 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. press print, 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 number 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:**

- 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 modelling 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. **Modelling**: using materials such as modelling 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 mould 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, jewellery, basket making, beadwork, toy making, mosaic, wood working, enamelling weaving, casting, and materials such as willow, papers, yarns, plastics, wire, leather, clay, textiles or recycled materials.

- design by looking, investigating, analysing, 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 number 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.

### **Learning Environment**

- Activities are organised at the teacher’s discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity.
- Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.
- Planning for art and design is provided for in medium and long-term plans

### **Assessment and Recording**

In all areas of the curriculum assessment is an essential part of teaching. Class teachers should keep records of the work carried out by pupils and levels they achieve with their work and the skills they have used. Photographs, files or sketch books are a useful way to document this evidence. KS1 and KS2 use Twinkl assessment as summative assessment to be used at the end of each term.

Formative assessment is used to guide the development of individual pupils in their work in art. It includes recognising each child's progress in each aspect of the subject, determining what each child has learnt and what their next step should be.

### **Parental Involvement**

As with all areas of children's learning, we need the support of parents and carers to help us make sure all children make the most out of their potential. This could include helping with any research or homework which may be set. It could also be to encourage their children to use these skills outside of the school setting.