



Colgate Primary School

Art Policy

Working together to be our best

Approved by:

Curriculum and
Progress Committee

Date: 20th February 2024

Last reviewed on: 20/2/24

Next review due by 20/3/26

Intent

Growth: At Colgate, we want our children to be curious and confident enough to experiment with a variety of media, tools and techniques. We encourage them to take risks in order to create a piece that has captured their imagination and has encouraged them to think critically about the process, together with end product.

Community: Through art, we encourage our children to appreciate and feel inspired by the work of well-known artists together with those in both our school community and our local community and beyond.

Diversity: We immerse our pupils in a range of artwork created by male and female artists and sculptors from different cultures and periods in history. We want them to understand how art contributes not only towards our history but also the world in which we live now.

Introduction

At Colgate, we believe that Art has a valuable role to play in the creative development of our pupils. It provides visual, tactile and sensory experiences and a unique way of responding to the world.

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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 should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum

Aims

Art enables children to communicate what they see, think and feel through the use of colour, form, texture, pattern and different materials and processes. Our pupils learn to question, reflect upon, make informed judgements about and with aesthetic and practical decisions through exploring the work of a variety of artists and designers from a range of cultures, times and places. We want our children to see themselves as artists; to not only feel inspired by the work of others but also to inspire those around them with their creations.

We aim to provide an art curriculum that enables all pupils to reach their full potential. We encourage them to take pride in their own achievements and to respect their own work and the work of others. By exploring the work of other artists, our children will be helped to understand that art is a response to the world around us and that there are many approaches to creating a piece of art that they can be proud of.

The National Curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Teaching and Learning

Our principal aim is to promote enjoyment and to develop the children's knowledge, skills and understanding in art. We ensure that the children have opportunities to study the work of artists and they are taught to apply knowledge of their technique to their own work. They are encouraged to experiment and investigate their own ideas and review and modify their work as it progresses.

This is achieved through a mixture of whole class teaching with both individual and group activities. Teachers draw attention to good examples of individual performance as models for other children, whilst valuing the contributions of all children. We encourage children to evaluate their own ideas and methods, as well as the work of others, describing what they think and feel about them. Our children are given the opportunity within lessons to work individually and to collaborate with others, on projects in two and three dimensions and on different scales. Pupils are encouraged to explore a wide range of materials and resources, including ICT where appropriate. We use art from different times, places and cultures to illustrate the diversity of our world.

From Year One onwards, sketchbooks are used to record observations, explore ideas and experiment with different techniques. They are also a vehicle for supporting children in expressing their views through annotating their work and the work of other artists. We recognise that our pupils bring a variety of skills and experience to their learning in art. We set tasks that are open-ended and invite a range of responses. Individual needs of children are met using differentiated resources or support where appropriate. We use additional adults to support the learning of individual children or small groups. Continuity and progression will be ensured through the use of our skills progression map and our pupils will be able to develop key concepts, skills and knowledge in art throughout the key stages. Pupils will investigate the artistic techniques in practical work including:

- different qualities of line and tone
- experimentation with colour mixing and application
- the use of pattern and texture
- how shape, space and form are presented in works of art

We also aim to develop the following key attitudes through the teaching of art:

- pride in achievement
- respect for own and others' work
- respect for the environment, both man-made and natural
- an awareness of the role that art plays in our society

We encourage visitors and members of the local community to share their skills with us. We aim to arrange educational visits to museums and galleries as an important part of our curriculum delivery.

Planning

At Colgate, where possible, we link the teaching of art to our broad questions, which frame our teaching for each term. Although we do provide opportunities to link the teaching of art to other subject areas, when there are no purposeful links to be made, we focus on the skills needing to be taught for that year group and plan a unit of work accordingly.

Our long term plan maps out the themes covered in each term during the key stages over the course of a one, two or three year cycle, depending on each class.

Our medium term plans give further detail of each unit of work for each term and are created using the skills progression maps. These plans define what we will teach and ensure an appropriate balance of work across each term. The activities that we plan build upon the prior learning of the children. While we give all children the opportunity to develop their skills, knowledge and understanding, our skills progression maps ensure that there is increasing challenge for the children as they move up through the school. We also ensure that our children study a diverse range of artists.

The Foundation Stage

Our children in Reception are given daily opportunities to develop their skills in Art through access to a range of activities in our continuous provision. We relate the creative development of the children to the Expressive Art and Design section of the Early Years Foundation Stage (EYFS), which underpins the curriculum planning for children from birth to five years. Our children are encouraged to explore art, music dance, role-play and imaginative play as part of their experience. We support the children with making connections between the different areas of learning in order to deepen their understanding.

Our free flow environment and use of in the moment planning provides rich opportunities for our children to explore their interests and develop their creativity, with the support of adults where needed.

Contribution of art to teaching in other curriculum areas

Computing

Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work.

English

Art contributes to the teaching of English by encouraging children to ask and answer questions about the starting points for their work. They are given the opportunity to compare and evaluate ideas, methods and approaches in their own work and that of others, and to describe what they

think and feel about them.

Maths

Art supports the teaching of Maths by providing opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

PSHE

Art contributes towards the teaching of PSHE as it enables children to discuss how they feel about their own work and the methods and approaches used by others. It supports their social development through the way that we teach them to work with each other.

Equal opportunities and inclusion

Through our teaching of art, we provide learning opportunities that enable all children to make progress. We achieve this by setting suitable challenges and by responding to each child's individual needs. We consider a range of factors such as classroom organisation, resources and differentiation to enable children to learn more effectively. This ensures that our teaching is matched to the child's needs. Our pupils have access to the full range of activities involved in learning about art. Where children are to participate in activities outside the classroom for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Informal ongoing assessments are carried out by class teachers through observations during lessons and conversations with pupils. Work carried out in sketchbooks provide examples of pupil's understanding through the use of sketches, annotations and exploration of colour, pattern and tone. We encourage the children to assess their own work and the work of their peers.

Resources

Resources are organised and stored in a central area. Teachers also have selected resources such as painting and sketching equipment in their classrooms.

Monitoring

The monitoring of the standards of children's work in art is the responsibility of the art subject lead. The work of the subject leader also involves supporting colleagues in the teaching of art, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The art leader reviews evidence of the children's learning in art across the school through learning walks, discussions with pupils and looking at samples of work.

HEAD TEACHER: R.Winn

CHAIR OF CURRICULUM AND PROGRESS COMMITTEE: Mrs J. Watson

DATE: 9 March 2024

REVIEW DATE: March 2026



Colgate Primary School Art learning grid

	EYFS	KS1			Lower KS2			Upper KS2	
Thread		Year 1 Apple	Year 1 Maple	Year 2	Year 3	Year 4 Oak	Year 4 Cedar	Year 5	Year 6
<p>Developing Ideas</p> <p>(through the use of sketchbooks from Year 1)</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Record simple media explorations.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Record simple media explorations.</p> <p>Begin to understand how colours can link to mood and feelings in art.</p>	<p>Plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Express links between colour and emotion.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p>	<p>Record explorations, try out ideas and plan colours.</p> <p>Express likes and dislikes through annotations.</p> <p>Make notes about techniques used by artists.</p> <p>Suggest ways for improving their work by making annotations.</p>	<p>Plan and try out ideas and colours. Collect ideas for future work.</p> <p>Adapt and improve original ideas.</p> <p>Use complimentary and contrasting colours for effect.</p>	<p>Plan and try out ideas and colours. Collect ideas for future work.</p> <p>Adapt and improve original ideas.</p> <p>Keep notes to indicate their intentions of a piece of work.</p> <p>Use contrasting and complimentary colours for effect.</p>	<p>Plan, try out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Keep notes which consider how a piece of work may be developed further.</p>	<p>Plan and collect source material.</p> <p>Annotate work.</p> <p>Consider the use of colour for mood and atmosphere.</p>
<p>Drawing</p>	<p>Enjoy using tools, fingers, hands, chalk, pens and pencils.</p> <p>Begin to control a range of media.</p> <p>Start to produce different patterns and textures.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen and chalk.</p> <p>Control the types of marks made.</p> <p>Develop a range of tone using a pencil. Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen and chalk.</p> <p>Control the types of marks made.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines.</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns/marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made.</p>	<p>Explore drawing featuring the third dimension/perspective.</p> <p>Further develop drawing a range of tones and lines using a pencil.</p> <p>Use a range of techniques and begin to understand why they best suit.</p> <p>Attempt to show reflections in a drawing.</p>	<p>Use different techniques for different purposes e.g. shading, hatching.</p> <p>Start to develop their own style.</p> <p>Develop the use of simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion.</p>	<p>Develop their own style of drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching, understanding which works well and why.</p> <p>Develop an awareness of composition, scale and proportion.</p>

Painting	<p>Use a variety of tools including different size brushes e.g. sponges, brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore working with paint on different surfaces.</p>	<p>Experiment with paint using a range of tools.</p> <p>Explore techniques e.g. lightening and darkening paint without the use of black/white.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment with paint using a range of tools.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Use a suitable brush to produce marks appropriate to work e.g. small brush for small marks.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Create a background using a wash.</p>	<p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting. Show understanding of complimentary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p>	<p>Control the types of marks made.</p> <p>Show increasing confidence with different effects and textures e.g. blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting. Show understanding of complimentary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made.</p> <p>Show increasing confidence with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence.</p>	<p>Purposely control the types of marks made.</p> <p>Confidently use different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Mix colour, shades and tones with confidence.</p> <p>Understand what works well in their work and why.</p>
3-D	<p>Use a variety of malleable media such as clay, play dough etc.</p> <p>Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g., recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay etc.</p> <p>Shape and model materials for a purpose (e.g., a pot, tile)</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading.</p> <p>Apply simple decoration techniques, including painting.</p>	<p>Experiment in a variety of malleable media such as clay etc.</p> <p>Shape and model materials for a purpose (e.g., a pot, tile)</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading.</p> <p>Apply simple decoration techniques, including painting.</p>	<p>Use clay or other malleable material to create an imaginary or realistic form e.g., clay pot, figure, structure.</p> <p>Use tools to create patterns.</p>	<p>Learn to secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures.</p> <p>Use pinch/slab/coil techniques.</p>	<p>Produce maquettes (small models) when necessary.</p> <p>Make a slip to join two pieces of clay.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p>	<p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Confidently carve a simple form.</p>

Printing	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Make simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g., cork, sponge.</p> <p>Experience simple relief printing e.g. pushing into a surface and printing.</p> <p>Create a repeating pattern.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g., cork, sponge.</p> <p>Experience simple relief printing e.g. pushing into a surface and printing.</p> <p>Create a repeating pattern.</p>	<p>Begin to explore mono printing.</p> <p>Produce a clean, printed image.</p>	<p>Develop confidence in mono-printing.</p> <p>Demonstrate experience in 3 colour printing.</p>	<p>Develop confidence in mono-printing.</p> <p>Expand experience in 3 colour printing.</p>	<p>Relief printing- add materials to raise the surface for printing e.g. string and polystyrene.</p> <p>Expand experience in 3 colour printing.</p>	<p>Begin to overlay colours.</p> <p>Relief printing- add materials to raise the surface for printing e.g. string and polystyrene.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
Responding to art (their own work and the work of others)	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look and talk about their own work and that of other artists.</p> <p>Talk about the techniques they have used.</p> <p>Share their likes and dislikes.</p> <p>Describe the similarities and differences between their work and the work of others.</p>	<p>Look and talk about their own work and that of other artists.</p> <p>Talk about the techniques they have used.</p> <p>Share their likes and dislikes.</p> <p>Describe the similarities and differences between their work and the work of others</p>	<p>Explore the work of a range of artists, craft makers and designers.</p> <p>Express thoughts and feelings about a piece of art and say how it makes them feel.</p> <p>Explain the successes and challenges in a piece of art they created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers.</p> <p>Describe the similarities and differences and make links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Compare different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>

Art through Technology will be taught through Computing (ilearn2.co.uk)