

KEW WOODS PRIMARY SCHOOL



Art and Design Policy

OVERVIEW

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.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake

At Kew Woods we aim to

- Stimulate children’s creativity and imagination;
- provide visual, tactile and sensory experiences;
- collect visual information and materials;
- develop children’s understanding of colour, form, texture, patterns;
- use materials and processes to communicate ideas, feelings and meanings;
- apply and develop art and design capability;
- use of a range of materials and media as well as different processes e.g. sketching, drawing, collage, printing, textiles, sculptures as well as using ICT tools;
- explore a range of starting points for practical work e.g. an experience, an image, a story, a poem, drama, music, artifacts and the environment.

OBJECTIVES

The objectives of art and design are:

- To enable children to record from first-hand experience and from imagination;
- select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children’s ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual arts.
- To lead children to a point where they are making decisions regarding the processes and media used to express their ideas.

STRATEGIES

Art is not taught in isolation, although it retains its creative base and its skills and techniques. Children explore ideas and meanings through the work of artists and designers. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established and allows children to consolidate and apply their knowledge in a range of contexts. As well as teaching the skills, attitudes and concepts within art in explicit lessons, careful planning ensures they are also applied in a range of contexts in cohesion with the topics being covered in class. Art activities allow children time to reflect on learning in other areas of the curriculum and develop a deeper understanding.

This planning allows us to ensure that pupils develop a variety of artistic skills throughout their education and encounter a range of artists and designers from around the World.

Activities are planned in Art and Design so that they build on the children's prior learning and extend the skills gained ultimately leading the children to make considered decisions regarding the selection medium, materials and processes to express their ideas.

Children explore ideas and meanings through the work of artists and designers Links made with local artists and galleries will enrich the children's experience as will themed weeks,

Enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children explore ideas and meanings through the work of artists and designers becoming more aware of the aesthetics in their environment

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups
- preliminary investigation work through the use of sketch books
- first hand experience • visiting artists to work with children to give them the experience of working with a professional
- use of a range of materials (2D and 3D), ICT, artifacts and visits out in the surrounding area
- evaluation of ideas and methods
- children to see that their work is valued, celebrated and displayed around the school and local environment.

Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. The children are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. The use of rubbers is discouraged in order to try and make the sketchbook a place where it is okay to experiment.

OUTCOMES

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world

Art will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays. Pupils will develop artistic skills, knowledge and understanding. They will become confident in expressing opinions. It will inspire their creativity and widen their understanding of the importance of art and design in all aspects of life and broaden their aspirations in working life.

The appreciation and enjoyment of the visual arts enriches all our lives

Kew Woods Primary School Curriculum Map – ART

Year Group	Coverage
Nursery / Reception	<p>The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning</p> <p>This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore and experiment with resources and pursue their own creative interests and talents in addition to the planned learning experiences.</p>
Year 1	<p>Linked to English and history children explore the packaging of toys</p> <p>London landmarks (designers)</p> <p>Portraits – themselves and Royal Family</p> <p>Line drawing / 3D</p> <p>Drawing / Painting – spin pictures/ paintsplatter pictures</p> <p>Learn about the work of artists and designers?</p> <p>Use Sculpture, Collage Printing Textiles</p> <p>Rousseau – forest paintings (European painter).</p>
Year 2	<p>Castle observational drawings</p> <p>Work of famous designers</p> <p>Collage</p> <p>Sculpture Andy Warhol / painting</p> <p>Digital media Print</p> <p>Textiles Owl observational drawings Safety Posters</p>
Year 3	<p>Primitive cave art, study of form and line to produce own cave painting using range of mark-making media</p> <p>Study of Picasso and influence of primitive art on his work Digital Media</p> <p>Sculpture</p> <p>Figure drawing. Study of Aboriginal paintings using Paint pastels to produce work based on journeys.</p> <p>Study of Indian artefacts and designs Sculpture Use clay to make 3D work</p>
Year 4	<p>Researching significant artists</p> <p>Sculpture using clay, paper and straws</p> <p>Painting drawing collage linked to Machines sand inventions Look at Leger Duchamp .</p> <p>Digital Media and Print making used to produce saleable items for Enterprise week Textiles to produce 3D work using weaving techniques.</p>
Year 5	<p>Textiles study of the Bayeau tapestry and other textiles . study of the work of Miro and other Surrealist artists Design textile hanging based on this study</p> <p>Study of Indian textiles, use of print to produce own design</p> <p>Printing painting drawing and collage used to produce still life work based on the Cubists works of Picasso, Braque Gris and Cezanne</p> <p>Digital Media Space drawings, ipads,, papier mache, pastels, Crop circles</p> <p>Painting</p> <p>Researching significant artists</p>
Year 6	<p>Study of war artists. Use of variety of processes including printing, collage, painting to produce a response to the moral dilemmas posed by war.</p> <p>A study of the artists commissioned to produce propaganda posters.</p> <p>Considering the messages and impact of design in conveying the messages.</p> <p>Work based on these images using a range of media.</p> <p>Use of digital media to design propaganda posters.</p> <p>Textiles design linked to study of Maya art designing and making headwear and masks</p>