



Elements
Primary School
Creative • Unique • Innovative

Art and Design Policy

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Aims

At Elements Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education.

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

- Find enjoyment in Art and creativity.
- Hold a positive self-image and confidence.
- Discover a sense of purpose and fulfilment in artistic expression.
- Appreciate a wide range of artists and art works.
- Experiment with a range of media.
- Use a range of materials and techniques competently.
- Develop their observation and description skills.
- Express ideas and feelings through creative work and in both two and three dimensions.
- Value and respect their work and the work of others.
- Discuss their work using appropriate vocabulary and well developed oracy.

We regard Art as an important subject because:

- Artistic creation can provide fulfilment throughout life.
- Artistic observation can heighten perceptions.
- Art can contribute to cultural understanding.

2. The National Curriculum

2.1. The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

2.1.1. To use a range of materials creatively to design and make products.

2.1.2. To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.

2.1.3. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

2.1.4. 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.

2.2. The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

2.2.1. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

2.2.2. To create sketch books to record their observations and use them to review and revisit ideas.

2.2.3. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.

2.2.4. About great artists, architects and designers in history.

3. Planning and teaching

3.1. EYFS

3.1.1. In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

3.1.2. They develop their imagination and creativity and begin to investigate the qualities of materials and processes.

3.1.3. They begin to use colour and shape to express themselves.

3.1.4. They investigate the use of pattern and texture to represent ideas or emotions.

3.2. Key Stage 1

3.2.1. At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

3.2.2. At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas. 3.2.3. They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

3.3. Key Stage 2

3.3.1. At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

3.3.2. Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

3.3.3. Pupils learn to improve their use of tools and become confident in using a variety of techniques.

3.3.4. Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

4. Learning environment

4.1. 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 class activity.

4.2. Teachers will make provision for varying learning styles to be utilised. These include auditory, visual and kinaesthetic styles.

4.3. Planning for art and design is provided for in medium and long-term plans.

4.4 Whole school Art Galleries will be developed following the delivery of whole school Art projects which have been planned and scheduled by the subject leader.

5. Assessment and recording

5.1. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

- 5.2. In Key Stage 2, pupils are encouraged to annotate, critique and reflect on improvements that can be made to their own work.
- 5.3. Photographic records and some work may be kept until the end of the year.
- 5.4. Sketch books will be used where appropriate to record the development of children's work. Final pieces will be displayed in classrooms/on corridors and a photograph of this final piece will be recorded in children's books.

6. The subject leader

- 6.1. The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.
- 6.2. They will monitor the quality of teaching and the standard of work produced.
- 6.3. Examples of evidence from each year group will be kept from year to year where necessary.
- 6.4. The subject leader will offer support to colleagues and share their expertise and experience.
- 6.5. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

7. Resources

- 7.1. A shared area of resources will be developed throughout the year so that all year groups have access to what they require.
- 7.2. Regular orders and audits will be carried out where necessary and applicable.

8. Displays

- 8.1. The school promotes the displaying of Art work in classrooms. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning. Please refer to the Display Policy.
- 8.2. A whole school Art Gallery will be developed and should be seen as a place to showcase children's work and whole school projects.

9. Health and safety

9.1. Certain health and safety concerns are inherent with Art, including the storage of materials and tools and the use of equipment within lessons.

9.2. Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

9.3. Children are always supervised during activities.

9.4. Mod-roc (a plaster covered bandage) may be used to construct sculptures and casts (such as face masks). The use of Mod-roc is always under strict adult supervision and skin is protected by using a barrier cream such as Vaseline.

9.5. A risk assessment covering the use of craft knives, saws and other sharp tools will be conducted and updated as needed.

10. Equal opportunities

10.1. Equal opportunities are addressed in the whole school Equality Policy and care is taken in Art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

10.2. Pupils with special educational needs and disabilities are assisted by teachers during Art lessons where necessary and appropriate.

10.3. Artwork from a diverse collection of artists, cultures and peoples will be planned for and included within the curriculum to ensure that children have the relevant and necessary exposure.

11. Contribution of art in the core curriculum

11.1. English

11.1.1. Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings.

11.2. Maths

11.2.1. Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

11.3. I.T

11.3.1. I.T is used to support Art and Design teaching. Children use I.T software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

11.4. PSHE

11.4.1. In Art lessons children are taught to discuss how they feel about their own work and the work of others.

11.5. SMSC

11.5.1. Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

12. Long Term Plan

<u>Year 1</u>	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>
Topic	World Changers <u>Super Duper You!</u>	Design and build <u>Terrific Toys</u>	Lost in a book <u>Where is the treasure?</u>	Listen <u>Hiss, squeak, talk!</u>	Earthshot <u>Amongst the clouds</u>
<u>Key Drivers and coverage</u>	<p>Cultural capital History - Significant people/places within the locality Why is Leeds special? What is special about Middleton? Organising their events from birth. British Values Geography - Local leeds and Bramley. Fieldwork. Use basic geographical vocabulary. Name and locate UK, 4 countries and local area. Art - develop techniques in line, shape, form and space.</p>	<p>History - changes within living memory - development of toys Science - materials DT - design, make and evaluate a moving picture - explore mechanisms such as levers, sliders, wheels and axles. Explore and evaluate existing products. Music - listen to and understand a range of live and recorded music. Art - use a range of materials creatively to design and make products.</p>	<p>Geography - Identifying continents and oceans Use maps, atlases and globes to identify different countries and continents. Use simple compass directions and locational/directional language to describe locations/maps Music - use voices to sing songs/chants/rhymes History - Christopher Columbus Art - use drawing and painting to share ideas, experiences and imagination.</p>	<p>Science - animals including humans Geography - sing maps, atlases and globes to identify where different animals are found. Music - play tuned and untuned instruments musically Art - learn about the work of different artists and describe similarities and differences linking these to their own work.</p>	<p>Science - seasonal changes/weather patterns Geography - Human and physical features - make a comparison of 2 countries Aerial photographs to recognise landmarks and different features Music - experiment with, combine and create sound to describe, compose and perform</p>
<p>PSHE RE French</p>	<p>Rights and responsibilities See Leeds syllabus Where is France? E-Safety</p>	<p>Money See Leeds syllabus Hello! - greetings Communicating</p>	<p>Safety and risk See Leeds syllabus How are you? Coding</p>	<p>Healthy living/feelings and friendships See Leeds syllabus Name/age</p>	<p>Identity See Leeds syllabus Numbers 1 - 10 Collecting</p>

Year 2	Block 1	Block 2	Block 3	Block 4	Block 5
Topic	World Changers <u>Medical Marvels</u>	Design and build <u>Lost in London</u>	Lost in a book <u>What's in the jungle?</u>	Listen <u>Shake, rattle, boogie!</u>	Earthshot <u>In the landfill!</u>
<u>Key Drivers and coverage</u>	<p>History - Lives of significant people (Florence Nightingale and Mary Seacole)</p> <p>Local history - comparing changes in medicine and hospitals</p> <p>Art - Using different materials/textiles and collage</p>	<p>History - Beyond living memory - Great Fire of London</p> <p>Geography - Continents and oceans (Locations on a map) name, locate and identify four countries and capital cities of the United Kingdom and seas.</p> <p>DT - Design, make and evaluate sculpture of building in London. Explore how it can be made stronger, stiffer and stabler.</p>	<p>Science - Living things and habitats</p> <p>Geography - locate jungles around the world. Identify human and physical features. Identify and describe weather. Identify locations and features of jungles. Compare British woodland to a tropical jungle.</p> <p>Art - use drawing and painting to share ideas, experiences and imagination.</p>	<p>Geography - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Comparisons between UK and carnival (Brazil)</p> <p>Map skills.</p> <p>Music - samba drumming to create carnival music. Explore music from around the world.</p>	<p>Art - use a range of materials creatively to design and make products.</p> <p>Science - materials To learn what can and cannot be recycled and how recycling benefits the environment. Waste disposal in school and the community</p> <p>Culture Capital Benefits to the local community and wider world. Making a change/campaign in school or in the wider community.</p>
PSHE RE French Computing	Rights and responsibilities See Leeds syllabus Greetings/How are you - recap E-Safety	Feelings & friendships See Leeds syllabus How are France/England the same and different? Communicating	Healthy living See Leeds syllabus Numbers 1 - 20 Coding	Safety and risk See Leeds syllabus Colours Connecting	Identity - SRHE See Leeds syllabus Days of the week Collecting

Year 3	Block 1	Block 2	Block 3	Block 4	Block 5
Topic	World Changers <u>Dedicated Designers</u>	Design and build <u>Perfect Pyramids</u>	Lost in a book <u>What's in the countryside?</u>	Listen <u>Burps and belches!</u>	Earthshot <u>Under my feet</u>
<u>Key Drivers and coverage</u>	<p>DT - construction of a moving toy/game. Planning and evaluating Investigate and analyse existing products. Apply and understand how to strengthen, stiffen and reinforce structures. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Science - forces and magnets/materials</p>	<p>History - Must introduce Ancient Ancients first and then focus on Ancient Egypt</p> <p>Art - sculptures</p> <p>DT - understand how key events and individuals helped shape the world.</p> <p>Geography - use maps, atlases, globes and computers to locate countries</p>	<p>Science - Plants</p> <p>Art-sketching/painting</p> <p>DT - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Science - Animals including humans</p> <p>PSHE - health and nutrition</p> <p>DT - food tech - understand and apply the principles of a healthy and varied diet.</p>	<p>History - Local history changes, timelines of British history, changes throughout Britain</p> <p>Geography Natural and human environments. Change of landscapes and environments. Cliff erosion. Human impact.</p>
PSHE RE French Computing	Safety and risk See Leeds syllabus Greetings/name/age/color - recap E-Safety	Feelings and friendships See Leeds syllabus Numbers 1 - 31. Days of the week and months Communicating	Rules & responsibilities See Leeds syllabus Family and birthdays Coding	Healthy living See Leeds syllabus Animals and weather Connecting	Money - SRHE See Leeds syllabus Classroom instructions Collecting

Year 4	Block 1	Block 2	Block 3	Block 4	Block 5
Topic	World Changers <u>Inspiring Inventors</u>	Design and build <u>Remarkable Romans</u>	Lost in a book <u>Who let the God's out?</u>	Listen <u>Whizz, Pop, Boom!</u>	Earthshot <u>The water issue</u>
Key Drivers and coverage	DT - Use research and develop design criteria to inform innovative, functional and appealing products. Generate, develop, model and communicate ideas through discussion, sketches, diagrams, prototypes and computer-aided designs. Understand how key events and individuals in DT shaped the world. Understand how to strengthen, stiffen and reinforce structures. History - significant individuals who contributed national/international achievements	History - Roman Empire and its impact on British history Local history - Leeds Art - improve mastery of art and design including drawing, painting and sculpting with a range of materials. Geography - locate the world's countries. Understand geographical similarities and differences. Understand key aspects of physical geography.	History - a study of Greek life and achievements and influences on the western world. Geography - locate the world's countries using maps, atlases, globes and digital maps. Describe and explore physical and human geographical features. Art - learn about great artists in history.	Science - sound Music - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory DT - making musical instruments History of Pop Art	Geography - Settlements and land use Name all important rivers in Britain and some famous ones worldwide. Features of a water cycle Human and physical characteristics Science - states of matter DT - build a water filter PSHE - water for/around the world.
PSHE RE French Computing	Identity See Leeds syllabus Recap previous learning Where do you live? E-Safety	Healthy living See Leeds syllabus Celebrations Communicating	Safety and risk See Leeds syllabus Hobbies, interests and sports Coding	Feeling and friendships See Leeds syllabus School life Connecting	SRHE See Leeds syllabus The body/clothing Collecting