



# Art Policy

## William Reynolds Primary School and Nursery

Approved by Governors October 2015

To reviewed by October 2017

## **Rationale**

At William Reynolds Primary School and Nursery we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

**"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, Children's Laureate

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. The design of the tiled artwork as part of the street name leading to our school is part of the children showing that they can make the link between home and school. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. 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 as well as providing opportunities to promote children's spiritual, moral, social and cultural development in art. *(See appendix 1- SMSC in Art)*

## **Aims**

At William Reynolds Primary School we aim to offer opportunities for children to

- foster an understanding and enjoyment of art, craft and design
- experience a broad and balanced range of art activities and show progression within these experiences
- show development of ideas and their own skills through the use of a sketchbook
- develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- develop use of a range of tools, media and processes
- develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- provide opportunities for studying historical, cultural and religious art
- through art extend and enrich other curriculum areas

## **Role of the Subject Leader**

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of art
- support staff with art technique
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Art with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- compile a portfolio of children's art work to evidence progression and examples of good practice for staff to refer to
- keep up-to-date on the use of Art in the curriculum
- promote art throughout the school e.g. organise an art week during the summer term
- to monitor use of the sketchbook throughout the school

## **Teaching and Learning**

### *Spiritual, moral, social and cultural development*

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople. (See Appendix 1 with shows how SMSC is embedded in Art)

### *The Foundation Stage*

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 (Physical development, Literacy and Mathematics). 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 resources and pursue their own creative interests and talents in addition to the planned learning experiences.

(Appendix 2- Foundation Stage Areas of Development that support/link to the teaching of Art)

### *Key Stages 1 and 2*

Staff use a variety of teaching and learning styles in art lessons relating to the theme and children's abilities and experience. Lessons are often planned using a variety of cross-curricular links. (see 'Purpose of Study' Appendix 3).

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, artefacts 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

Appendix 4, Assessing without levels, will support teachers with assessing children's ability in art.

Appendix 5, Progression through techniques shows the different techniques that children should progress through in relation to the different areas of art

### **Art and Design Sketchbooks**

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. (see 'Purpose of Study' Appendix 3). The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook.

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.

### *Recording Responses*

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 make mistakes.

Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child.

Recording in the sketchbook can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference
- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work
- link artwork to other subject areas e.g local study work in history and geography and the design elements of DT

There are times where it is more appropriate to record on separate sheets of paper that can be stuck in at a later date.

The Art and Design sketchbook can be used as a place to collect:

- Photographs;
- Pictures from magazines, comics, cards, calendars, stamps etc;
- Samples of textures, fabrics, and other materials;
- Lists of resources that the children might need to produce a piece of art;
- Colour strips from colour mixing;
- Studies of the effects of media on different types of paper;
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

### **Resources**

*Primary resources* e.g materials and artefacts are stored centrally in the art area by base 14 and in the art areas in the main corridors. In Key Stage 1 resources are stored outside Bases 3 and 4. It is important to ensure that resources are labelled, tidy and clean and ready for use.

Children will also use *Secondary resources*. The internet is an invaluable resource for artist's work and we have a good collection of school library books relating to a range of artists. All the major museums and galleries have sites.

The art folders in the cupboard in the ICT hold a selection of posters and packs from different artists.

### **Cross-curricular links**

Opportunities will be provided to develop pupils':

- acquisition, understanding and use of vocabulary of art
- creative skills;
- knowledge and understanding of the world around them;
- sense of time and place;
- awareness of the ideas, attitudes and beliefs of others within linked activities between art and other subjects.

Planning to establish cross-curricular links in the following areas will enhance the delivery of the subject:

- ICT
- Literacy and numeracy
- Citizenship and PSHE
- Spiritual, moral, social and cultural development.

### **Use of I.C.T**

ICT enhances our teaching of Art and Design. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

### **Literacy**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

## **Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

## **Health and safety**

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proformas, which requires the signature of the Headteacher or Health and Safety Representative. Completed Risk Assessment Forms are completed for some activities. (See Risk Assessment Folder)

## **Equal opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

## **Differentiation**

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

## **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent for art (see Gifted & Talented Policy).

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the art curriculum both inside and outside school.

**Assessment and recording**

We assess children's work in art by making informal judgements as we observe them during each art lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development. At the end of each year a written report is given to parents about their child's achievements in art.

**(Appendix 4 - Assessing without levels, support teachers when assessing children's ability in Art)**

## Appendix 1

### SMSC within ART at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	
Foundation Stage	Throughout Foundation Stage children will have the opportunity for daily plan do and review activities, involving art, during self-initiated time. This also includes the opportunity to be reflective when returning to class to explain the activity they have participated in. During the Spring term, they will have the opportunity to make 3d vehicles for emergency services linked to literacy using their own creativity and imagination. Weekly, they have the sense of enjoyment and fascination in learning at forest school where they have the opportunity to develop their outdoor artistic skills using the nature around them.
Year 1	During the Autumn term, the Year 1 children gain a sense of awe and wonder through their visit to the zoo. They are able to use this valuable experience when drawing and printing their art work of animals. A further sense of enjoyment and fascination of the world around them is developed through their 3d sculptures of mini beasts following their local visit to Weston Park.
Year 2	Year 2 children use their imagination and creativity in their spring unit on planets. They also develop their fascination through discussions about their beliefs about what the planets look like and whether there is life on their planet.
Year 3	Throughout the summer term Year 3 use the schools eco garden to develop their drawing, printing and 3d sculpture skills linked to plants and creatures. This encourages them to consider the world around them starting at school.
Year 4	In the Spring term, Year 4 link their art work to the Global theme - Inspirational people. They draw self-portraits being reflective about their own beliefs that inform their perspective on life and their interests in and respect for different people's feelings.
Year 5	This year group have the opportunity to reflect on their surroundings and nature in Ironbridge which helps to develop their spirituality. They base their textiles work on the River Severn, linked to their Geography unit, and surrounding area.
Year 6	Year 6 children get the opportunity to visit Arthog in the Spring term which evokes awe and wonder. They use this visual stimulus as a starting point for their drawings and paintings of the mountain environment.
<p>Whole School learning in Art is generated through exciting contexts often linked to cross curricular themes. The Secrets of Success are integrated throughout all of the art sessions as well as the development of art through Global themes. An arts week is held in the summer term and will have a variety of themes. This year it is based on 'What our local area means to us.' In the Spring term the global theme is 'Reach for the Stars' where the Art subject leader has led an assembly on careers for a future in the Arts. This is to encourage the children to consider how art could lead to a job when they are older.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</li> </ul>	
Foundation Stage	In the Spring term the Foundation Stage children get the opportunity to make their own superhero cape. This is part of their work on superheroes where they recognise the difference between right and wrong and consider this when designing their cape. They are able to offer reasoned views about moral and ethical issues when considering the type of superhero they would like to be.
Year 2	Through the unit 'The Great Fire of London' children are able to discuss the consequences of fire starting and how it affected people's lives. They are able to discuss what happened to the baker taking account of the criminal law of England and considering how it might be different in modern Britain. Children develop their skills through making a collage of the Great Fire of London.
Year 6	Year 6 get the opportunity to pose a moral question through debate linked to literacy - Should animals be kept in zoos? Through their visit to the West Midlands Safari Park and discursive writing in literacy they are able to create art work that conveys a message.
Whole School art which conveys moral issues are developed through class assemblies and global themes. Children are shown a piece of art work and are asked to pose a moral question about what they see.	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	
Foundation Stage	Foundation Stage children have the opportunity to create wooden spoon puppets which they use to develop a range of social skills with pupils from different religious, ethnic and socio-economic backgrounds.
Year 2	Local illustrator visits the school to help develop links with the community using the book 'Peggy's Ironbridge Adventure.'
Key Stage 2	In Key Stage 2, children get the opportunity to develop their artistic skills in and around the local area to appreciate their locality. Year 3 will visit the surrounding area of the school to investigate patterns they find in their community. Year 4, will carry out a local study of the Wrekin. Year 5 look at the recent developments within Woodside and create 3d sculptures based on these. In year 6, the children take part in a local study of Woodside where they go into the community to draw. The children look at Lowry who depict social communities and create their own based on Woodside.
<p>Social development in Art is shown through the celebration of children's work throughout the school and displayed in many areas. Further celebration of the children's artistic work is shown on class pages of our school website. Children get the opportunity to take part in local community projects such as designing the front cover for the 100<sup>th</sup> edition of Madeley Matters when a local artist came in to work with the children.</p>	

Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation stage	Daily the children in Foundation Stage have the opportunity to take part in creative activities during self-initiated time this shows that the children are encouraged to have a willingness to participate in art. The children get to understand and appreciate a range of cultures within school and further afield through their art work on Diwali and Chinese New Year. This helps children to be more aware of the different cultures and celebrations in modern Britain.
Year 1	In Year 1 the children get the opportunities to look at how artists from different global communities paint such as Picasso and Andy Warhol.
Year 3	The art work in the Spring term is linked to their history topic - Stone Age to Iron Age. Throughout this unit, they will look at cave paintings which tell stories without words but are integral in how their own heritage has been shaped during this period of time.
Year 4	Year 4 will have the opportunity to explore and show respect for different cultural diversities by studying the Amazon Rainforest. The art will be linked to how the indigenous people survive the rainforest as a global community. Children will gain appreciation of different diversities.
Year 5	A comparison study of a Viking long boat compared to a British boat from the present encourages the children to consider how the cultural influences have shaped their heritage and that of others through transportation.

The whole school cultural development is aided by arts week and global themes. Children are willing to participate in arts week and respond positively to artistic and cultural opportunities.

## Appendix 2

### Foundation Stage Areas of Development that support/link to the teaching of Art

	Expressive Art and Design		Physical Development	Literacy	Mathematics
	Exploring Media and Materials	Being Imaginative	Moving and Handling	Writing	Shape, space and measure
22-36 months	Experiments with blocks, colours and marks	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'	Shows control in holding and using jugs to pour, hammers, books and mark making tools  Beginning to use three fingers (tripod grip) to hold writing tools  Initiates drawing simple shapes such as circles and lines  May be beginning to show preference for dominant hand	Distinguishes between the different marks they make	Notices simple shapes and patterns in pictures
30-50 months	Explores colour and how colours can be changed  Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects  Beginning to describe the texture of things  Realises tools can be used for a purpose	Developing preferences for forms of expression  Captures experiences and responses with a range of media such as music, dance and paint and other materials or words	Draws lines and circles using gross motor movements  Uses one-handed tools and equipment e.g. makes snips in paper with child scissors  Holds pencil between thumb and two fingers, no longer using whole-hand grasp  Holds pencil near point	Sometimes gives meaning to marks as they draw and paint	Shows interest in shape and space by playing with shapes and making arrangements with objects  Beginning to talk about the shapes of everyday objects eg. Round, and tall

			between first two fingers and thumb and uses it with good control		
40-60 months	<p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Uses simple tools and techniques competently and appropriately</p>	<p>Create simple representations of events, people and objects</p> <p>Chooses particular colours to use for a purpose</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p>	Gives meaning to marks they make as they draw, write and paint.	Uses familiar objects and common shapes to create and recreate patterns and build models
<b>Early Learning Goals</b>	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.		Children recognise, create and describe patterns.

## Appendix 3

### Art and design programmes of study: key stages 1 and 2

#### National curriculum in England

##### Purpose of study

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. Pupils should be taught:

##### Aims

The national curriculum for art and design 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.

##### Key stage 1

Pupils 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**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- 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

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Appendix 4

### Assessing without levels

Art

Name \_\_\_\_\_

Year 1

Respond to ideas and starting points.	
Explore ideas and collect visual information	
Use thick and thin brushes.	
Mix primary colours to make secondary.	
To collage they use a combination of materials that are cut, torn and glued.	
Sort and arrange materials and mix materials to create texture.	
In sculpture they use a combination of shapes and include lines and texture.	
Use rolled up paper, straws, paper, card and clay as materials for sculpture	
Draw lines of different sizes and thickness	
Colour (own work) neatly following the lines	
Use repeating or overlapping shapes	
Use objects to create prints (e.g. fruit, vegetables or sponges)	
Describe the work of notable artists, artisans and designers	

Art

Name \_\_\_\_\_

Year 2

Explore different methods and materials and use these to ideas develop their own art work	
Mix primary colours to make secondary	
Add white to colours to make tints and black to colours to make tones	
Create colour wheels	
To collage they use a combination of materials that are cut, torn and glued and mix materials to create texture	
Use techniques such as rolling, cutting, moulding and carving when working with materials	
Show pattern and texture by adding dots and lines	
Show different tones by using coloured pencils	
Mimic print from the environment (e.g. wallpapers)	
Press, roll, rub and stamp to make prints	
Use weaving and plaiting to create a pattern	
Join materials using glue and/or a stitch	
Describe the work of notable artists, artisans and designers	
Use some of the ideas of artists studied to create pieces.	

Art

Name \_\_\_\_\_

Year 3

Develop ideas from given starting points	
Collect information, sketches and resources	
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines	
Mix colours effectively	
Use different hardnesses of pencils to show line, tone and texture.	
Annotate sketches to explain and elaborate ideas.	
Sketch lightly (no need to use a rubber to correct mistakes)	
Use layers of two or more colours when printing	
Replicate patterns observed in natural or built environments	
Make precise repeating patterns	
Shape and stitch materials	
Create weavings	
Use basic cross stitch and back stitch.	
Replicate some of the techniques used by notable artists, artisans and designers.	

Art

Name \_\_\_\_\_

Year 4

Explore ideas in a variety of ways and record in sketchbooks	
Adapt and refine ideas as they progress	
Comment on artist works	
Use watercolour paint to produce washes for backgrounds then add detail	
Experiment with creating mood with colour	
When collaging children select and arrange materials for a striking effect ensuring work is precise	
Use coiling, overlapping, tessellation, mosaic and montage	
Include texture that conveys feelings, expression or movement	
Use clay and other mouldable materials	
Use shading to show light and shadow	
Use hatching and cross hatching to show tone and texture	
Use layers of two or more colours when printing	
Make printing blocks (e.g. from coiled string glued to a block)	
Create images, video and sound recordings and explain why they were created.	
Create original pieces that are influenced by studies of others.	

Art

Name \_\_\_\_\_

Year 5

Develop and imaginatively extend ideas from different starting points	
Collect information, sketches and resources and present ideas imaginatively in a sketchbook	
Comment on artworks using effective language	
Sketch (lightly) before painting to combine line and colour	
Create a colour palette based upon colours observed in the natural or built world	
When working with clay they use tools to carve and add shapes, texture and pattern	
Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	
Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	
Choose from a range of stitching techniques	
Combine previously learned techniques to create pieces textile work	
Enhance digital media by editing (including sound, video, animation, still images and installations).	
Give details (including own sketches) about the style of some notable artists, artisans and designers	
Show how the work of those studied was influential in both society and to other artists	

Art

Name \_\_\_\_\_

Year 6

Develop and imaginatively extend ideas from different starting points	
Collect information, sketches and resources and present ideas imaginatively in a sketchbook	
Comment on artworks using effective language	
Combine colours, tones and tints to enhance the mood of a piece	
Use brush techniques and the qualities of paint to create texture	
Develop a personal style of painting, drawing upon ideas from other artists	
When working with clay they use tools to carve and add shapes, texture and pattern.	
Use frameworks (such as wire or moulds) to provide stability and form	
Use a choice of techniques to depict movement, perspective, shadows and reflection	
Use lines to represent movement	
Build up layers of colours when printing	
Create an accurate pattern, showing fine detail	
Enhance digital media by editing (including sound, video, animation, still images and installations).	
Give details (including own sketches) about the style of some notable artists, artisans and designers	
Show how the work of those studied was influential in both society and to other artists	
Create original pieces that show a range of influences and styles	

## Art assessment sheet (Key stage 1) Base:

	Below National	National	Mastery
<p><b>Year 1</b></p> <p>Pupils respond to ideas and starting points, explore ideas and collect visual information. They can use thick and thin brushes and mix primary colours to make secondary. To collage they use a combination of materials that are cut, torn and glued and sort and arrange materials and mix materials to create texture. In sculpture, they use a combination of shapes and include lines and texture. Pupils use rolled up paper, straws, paper, card and clay as materials for sculpture. They can draw lines of different sizes and thickness. They colour (own work) neatly following the lines. When printing, they use repeating or overlapping shapes as well as using objects to create prints (e.g. fruit, vegetables or sponges). Pupils can describe the work of notable artists, artisans and designers.</p>			
<p><b>Year 2</b></p> <p>Pupils explore different methods and materials and use these to ideas develop their own art work. When painting, the mix primary colours to make secondary and can add white to colours to make tints and black to colours to make tones. Pupils can create colour wheels. To collage they use a combination of materials that are cut, torn and glued and mix materials to create texture, They can use techniques such as rolling, cutting, moulding and carving when working with materials. Though drawing pupils show pattern and texture by adding dots and lines as well as showing different tones by using coloured pencils. When printing, mimic print from the environment (e.g. wallpapers) and they can press, roll, rub and stamp to make prints. Pupils can use weaving and plaiting to create a pattern and join materials using glue and/or a stitch. The children can describe the work of notable artists, artisans and designers and use some of the ideas of artists studied to create pieces.</p>			

## Art assessment sheet (Lower Key Stage 2) Base:

	Below National	National	Mastery
<p><b>Year 3</b></p> <p>Pupils develop ideas from given starting points and collect information, sketches and resources. When painting, they use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Pupils can mix colours effectively. They can use different hardnesses of pencils to show line, tone and texture when drawing. Children annotate sketches to explain and elaborate ideas. They can sketch lightly (no need to use a rubber to correct mistakes). Pupils use layers of two or more colours when printing and can replicate patterns observed in natural or built environments. They are able to make precise repeating patterns. In textiles, they can shape and stitch materials as well as create weavings. Pupils can use basic cross stitch and back stitch. They can replicate some of the techniques used by notable artists, artisans and designers.</p>			
<p><b>Year 4</b></p> <p>Pupils explore ideas in a variety of ways and record in sketchbooks and adapt and refine ideas as they progress. They can comment on artist works. When painting, they use watercolour paint to produce washes for backgrounds then add detail. Pupils can experiment with creating mood with colour. When collaging, children select and arrange materials for a striking effect ensuring work is precise. They use coiling, overlapping, tessellation, mosaic and montage and include texture that conveys feelings, expression or movement. To produce 3d work, they use clay and other mouldable materials. Pupils can use shading to show light and shadow when drawing. They use hatching and cross hatching to show tone and texture. Pupils use layers of two or more colours when printing and make printing blocks (e.g. from coiled string glued to a block). They can create images, video and sound recordings and explain why they were created. They can create original pieces that are influenced by studies of others.</p>			

## Art assessment sheet (Upper Key Stage 2) Base:

	Below National	National	Mastery
<p><b>Year 5</b></p> <p>Pupils develop and imaginatively extend ideas from different starting points and can collect information, sketches and resources and present ideas imaginatively in a sketchbook. They can comment on artworks using effective language. When painting, first they sketch (lightly) before painting to combine line and colour. They can create a colour palette based upon colours observed in the natural or built world. When working with clay, they use tools to carve and add shapes, texture and pattern. When drawing, pupils use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>They can choose a style of drawing suitable for the work (e.g. realistic or impressionistic). When working on textiles, they choose from a range of stitching techniques and they combine previously learned techniques to create pieces textile work. Pupils can enhance digital media by editing (including sound, video, animation, still images and installations). They can give details (including own sketches) about the style of some notable artists, artisans and designers. Pupils show how the work of those studied was influential in both society and to other artists.</p>			
<p><b>Year 6</b></p> <p>Pupils develop and imaginatively extend ideas from different starting points and collect information, sketches and resources and present ideas imaginatively in a sketchbook. They comment on artworks using effective language. When painting, pupils combine colours, tones and tints to enhance the mood of a piece. They can use brush techniques and the qualities of paint to create texture. Pupils develop a personal style of painting, drawing upon ideas from other artists. When working with clay, they use tools to carve and add shapes, texture and pattern. Pupils use frameworks (such as wire or moulds) to provide stability and form. When drawing, pupils use a choice of techniques to depict movement, perspective, shadows and reflection and they use lines to represent movement. Pupils build up layers of colours when printing and can create an accurate pattern, showing fine detail. Pupils enhance digital media by editing (including sound, video, animation, still images and installations). They give details (including own sketches) about the style of some notable artists, artisans and designers. Pupils show how the work of those studied was influential in both society and to other artists. They create original pieces that show a range of influences and styles.</p>			



## Appendix 5

### Progression through techniques

Here is a table which shows the different techniques that children should progress through in relation to the different areas of art

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
Enjoys making marks, signs and symbols on a variety of types of paper	Explores making marks on a variety of papers	Handles, feels and manipulates rigid and malleable materials	Handles different materials from the class "bit box"	Random experimental printing with hands, feet, found materials	Becomes aware of photography as an art form	Handles and manipulates materials such as threads, cottons, wool, raffia, grass
Is spontaneously expressive, using marks, lines and curves	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Pulls apart and reconstructs basic shapes	Selects and sorts, cuts, tears, stitches and discusses	Uses one colour of paint or ink on a block	Collects photographs for a theme	Is aware of colour, texture and shape
Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Is aware that there are famous or specialist photographers	Sorts, collects, discusses and pulls apart cloths and threads
Explores tone using different grades of pencil,	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic	Engages in more complex activities, e.g. cutting and	Extends repeating patterns - overlapping, using	Develops an awareness of scale, perspective,	Stitches and cuts threads and fibres

pastel and chalk		materials	sewing a variety of materials	two contrasting colours etc	movement and colour in photography	
Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Develops an awareness of mood, emotions and feelings in photography	Simple weaving with strong wool through a stiff card loom
Explores shading, using different media	Uses colour and marks to express mood	Creates texture using rigid and plastic materials and a variety of tools	Develops skills of overlapping and overlaying	Explores images through mono-printing on a variety of papers	Alters images through collage, jigsaws, positive and negative shapes	Weaves paper, progressing from one to two colours
Draws familiar things from different viewpoints	Represents things observed, remembered or imagined, using colour/tools	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Develops awareness of contrasts in texture and colour	Explores images and recreates texture using wallpaper, string, polystyrene etc..	Experiences a variety of lenses - cameras, telescopes, binoculars	Able to discriminate between materials
Uses line, tone and shade to represent things seen, remembered or imagined	Introduces different types of brushes for specific purposes	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)	Experiments with creating mood, feeling, movement and areas of interest	Explores colour mixing through printing, using two colours and a variety of materials	Is aware of the use of lenses and their effects on images	Prints on fabrics
Is happy to experiment with line, tone and shade	Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Interprets stories, music, poems and other stimuli	Uses printing to represent the natural environment	Experiences the effect of light and magnification on transparencies	Simple stitching - uses a long needle to make straight stitches
Uses a range of materials to produce line, tone and shade	Introduces primary and secondary colours with the addition of black and white and other tones	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses the natural environment or townscapes as a stimulus	Compares own image and pattern making with that of well-known artists (William Morris)	Explores creative slide-making using felt pens, feathers, gauzes and food dyes	Uses contrasting colours in stitching and weaving

Selects appropriate media and techniques to achieve a specific outcome	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Selects and uses materials to achieve a specific outcome	Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Is aware of processes by which photographs and slides are developed	Dyes fabrics using tie-dye, batik etc..
	Uses different methods, colour and a variety of tools and techniques to express mood	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation	Embellishes, using a variety of techniques, including drawing, painting and printing	Recreates images through relief printing using card	Makes a flick book to give the impression of movement	Develops an awareness of the natural environment through colour matching
	Investigates symbols, shapes, form and composition	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Understands that camcorders and videos are forms of photography and the principles of how they work	Uses plaiting, pinning, stapling, stitching and sewing techniques
	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Creates simple images on photographic paper by placing shapes and materials on paper and fixing	Stitching - using various needles to produce more complex patterns
	Explores the effect of light and colour, texture and tone on natural and man-made objects		Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper	Explores negative and positive	Cuts and stitches patterns
				Carries out screen printing	Build a pinhole camera and uses it to explore close-up and distant images, ghost images, movement	Experiments with soft sculpture; cuts and joins patterns, embellishing the components
				Experiments with approaches used by other artists	Superimposes using a combination of techniques and photographs	Designs shapes, tie-dyes, batiks and prints for a specific outcome
					Is aware of all basic principles and processes of photography, together with its	

					limitations	
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