



**Astrea Academy Trust**

**Greengate Lane Academy**

## **Art Policy**

Name of school	Greengate Lane Academy
Date of policy	September 2022
Member of staff responsible	Stuart McGuire
Link Governor	Simon Merrywest (Curriculum)
Review date	September 2023

## Introduction

Art sits within our school curriculum as a foundation subject and forms part of a broad and balanced curriculum.

Art and Design is taught in our school because:

“Children see before they speak, make marks before they write, build before they walk. But their ability to appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent, is influenced by the quality of their art, craft and design education”. (Art: Making a Mark, Ofsted 2011).

This fits with our school ethos that high quality art education equips children with the skills to explore, experiment, create and invent their own work of art whilst engaging, inspiring and challenging pupils. It provides children with opportunities to develop and extend skills to express their individual interests and ideas, whilst also contributing to the development of the child emotionally, aesthetically, spiritually, intellectually and socially. At Greengate Lane children are encouraged to explore with confidence and strive for excellence through effort, practise and perseverance.

**Greengate Lane Academy** is an academy school. We deliver art through the PKC curriculum for art

This art policy is informed by current national guidance:

- Art and Design Programmes of study: Key Stages 1 and 2 2013 gov.uk ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf))
- Art: Making a Mark, Ofsted 2011 (<https://www.gov.uk/government/publications/art-craft-and-design-education-making-a-mark>)

## The aims of Art

Our art curriculum meets the requirements of the national curriculum and the aims and targets outlined in the government ‘Art and Design Programmes of study: Key Stage 1 and 2’ document listed above.

At Greengate Lane Academy we intend that art and design will: -

- **Enable children to record from first-hand experience and from imagination**, and to select their own ideas to use in their work;
- **Help each child achieve their creative potential** in both two and three dimensional work, working on a variety of scales.
- **Develop the children’s knowledge of materials** by working with a broad range of media, allowing them to experiment freely and to encourage them to use materials sensibly and safely.
- **Ensure the children learn a range of skills** so that they develop an expertise in using both materials and equipment and so enable the realisation of their ideas.
- **Develop children’s visual literacy**, exploring the ideas and meanings in the work of artists, craft people and designers and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;

- **Give children the skills to think critically** about their own and others work and provide constructive feedback to one another
- **To foster an enjoyment and appreciation of the visual arts** and a knowledge of artists, craftspeople and designers

### Art Content

Art at Greengate Lane covers seven key areas of art and design, these are: Painting, drawing, 3D form, collage, textiles, print making and mixed media. The children's skills and knowledge are cumulatively built upon from their starting point as they follow the progression model of the curriculum.

The grid below shows the specific themes explored by each year group.

### Foundation Stage 1/2:

Art in Foundation Stage is delivered through their theme work. Within these themes specific art and design concepts are taught through adult led activity and provision enhancements

Theme	Concepts studied:
All About Me	Collage, Drawing, 3D Modelling, Sculpture
Transport	Painting, 3D modelling, Printing
Space	Painting, 3D Modelling, Sculpture, Drawing
Growing and Changing	Photography, Drawing, Painting, Collage
Kings and Queens	Drawing, Painting Collage, 3D modelling
Stories from the Past	Sculpture, Mixed Media (Mask making), Painting, Weaving

### Year 1:

Theme	Concepts studied:
Colour	Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes.
Line	Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things.
Architecture	Defining architecture, purpose, features, design process.
Style in Art/Narrative in Art	style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings.
Paintings of children	Paintings can tell us about the past, art can give us messages, cubism.
Sculpture	Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale.

**Year 2:**

<b>Theme</b>	<b>Concepts studied</b>
Colour	primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes.
Colour, Shape and Texture	cut-outs, complementary colours, organic shapes, composition, visual texture.
Portraits and Self Portraits	Portraits v self-portraits, representation in portraits, proportions of a face, cubism.
Landscape and Symmetry	What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art.
History Painting	History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told.
Murals and Tapestries	What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition.

**Year 3:**

<b>Theme</b>	<b>Concepts Studied</b>
Line	Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines.
Still Life and Form	What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form
Art of Ancient Egypt	Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods.
Anglo Saxon Art	Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery.
Architecture	What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass.
Modern Architecture	Modern vs traditional, function, inspiration, process: models and drawing, construction:

**Year 4:**

Theme	Concepts studied
Light	Light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways.
Space	Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth.
Design	Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours.
Monuments of Ancient Rome	What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column.
Monuments of the Byzantine Empire	Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon?
Needlework, Embroidery and Weaving	What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries.

**Year 5:**

Theme	Concepts studied
Style in Art	What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art.
Islamic Art and Architecture	Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.
Art from Western Africa	Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art.
Chinese Painting and Ceramics	Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.
Print Making	Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process.

	Printmaking allows the creation of multiple versions of the same design.
History of Photography	The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography.

### **Year 6:**

<b>Theme</b>	<b>Concepts studied</b>
Art in the Italian Renaissance	Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.
Renaissance Architecture and Sculpture	Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto.
Victorian Art and Architecture	Classical v Gothic architecture
William Morris	Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.
Impressionism and Post-Impressionism	painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).
Art in the 21 <sup>st</sup> Century	Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender.

### **How is Art organised in this school?**

Art brings together learning about art through meaningful opportunities for aspirational self-expression giving children the opportunity to learn who they are as an artist.

Units of work in the curriculum focus on the different concepts and types of art. Core concepts progress cumulatively across year groups and can be revisited, to secure prior knowledge & skills development.

The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to a diverse a range of materials as possible.

The art curriculum provides for progression in terms of knowledge of different concepts and types of art. The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art.

Art at Greengate Lane is taught for an hour each week, we teach art for six weeks each half term.

### **Adaptation/SEN**

Teachers will tailor each theme to meet the needs of the children in their classes. To support this, children will explore a wide range of skills and techniques and work with a broad range of media to give them scope to work to their full potential.

### **Assessment**

Teachers are eager to ensure children are making progress with their learning throughout the art curriculum. Therefore, at the end of each theme there is a knowledge assessment quiz. This task is the formal opportunity for teacher assessment of the children's knowledge of the art concepts and art history that has been taught that term. This evidence is used alongside the children's practical work gathered through sketchbooks and larger scale pieces as well as notes of discussions within the classroom. This assists the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- Successful application of new artistic skills and techniques, demonstrating knowledge and understanding through their creative work
- knowledge and understanding of art concepts and history relating to the theme studied, showing understanding of the processes used as well as the cultural significance of the different artists' work
- evaluation/critical thinking in relation to their own and others artwork

These are tracked throughout the year so that teachers can utilise the appropriate evidence accordingly. Assessment is carried out in line with DfE guidance 2013 (Art and design programmes of study: key stages 1 and 2 National curriculum in England) which says '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'. Teachers assess against the programme of study's specific outcomes, allowing assessments to be made against the age-related expectations of working towards, working at the expected attainment and working beyond.

### **Recording and tracking progress**

To support the teacher in tracking each child's progress throughout the year, teachers record the progress of the whole class through termly assessment detailed above. This supports teacher overview and facilitates subject leader monitoring and moderation.

### **Reporting to Parents/Carers**

The assessment process described above helps teachers report to parents/carers. End of theme quizzes alongside the children's sketchbook and larger scale pieces of work give teachers meaningful evidence to feedback to parents in twice yearly parent's evenings and end of year written reports.

### **The Attainment Descriptors**

The attainment descriptors used for art assessment at Greengate Lane are 3 fold to match with what the majority of schools are using, although their language may be different. At Greengate Lane we use the following language: Working Towards – not working at the age related expectation yet,

expected – working at age expectation and Greater Depth – working beyond age expected expectation.

### **Monitoring and evaluation**

The art leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

### **External contributors**

Art gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda supports the PKC art curriculum and a map of coverage is available on request.

External contributors e.g artists, workshop leaders etc. may contribute to the art curriculum, adding memorable experiences and sharing their expertise alongside class visits to places of cultural interest. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the art programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs is encouraged at all times.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are not common within the art curriculum but may arise from time to time.

The themes covered are presented with sensitivity, using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers do not discuss their own beliefs with the children that they teach, this ensures that they will not influence or restrict the children's own expression.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the art programme. Parents and carers are/will be given the opportunity to find out about and discuss art through:

- \* Response to art comments on reports
- \* Curriculum newsletters
- \* Displays
- \* Art homework, where appropriate

### **Withdrawal from Art lessons**

Parents/carers have the right to withdraw their children from all or part of the art curriculum. Those parents/carers wishing to exercise this right are invited in to see the Principal, Kara Robinson, who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from art are aware of the art syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the art curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected. Once a child has been withdrawn they cannot take part in the art curriculum until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on art regarding the numbers of children being withdrawn.

### **Links to other policies and curriculum areas**

We recognise the clear link between art and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

### **Training and support for staff**

All staff benefit from training in order to enhance their art delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching art is offered from experienced staff, drawing on staff expertise and/or a range of external agencies.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

### **Policy Review**

This policy is reviewed annually.