

Garvestone Art Policy

Art Aims

Art develops curiosity, teaching pupils to observe the world thoroughly and carefully.

Art creates opportunities to explore different materials and develop their own ideas of how to use them effectively.

Art is an important part of developing pupils' ability to express their individual creativity, working both individually and collaboratively with others.

Art takes pupils to other worlds, cultures and times, as they explore ideas in the work of a variety of artists.

Why is Art important?

Art education has been proven to have remarkable impacts on academic, social, and emotional outcomes, helping us develop empathy as we learn more about societies, cultures and history.

Engagement with art helps us stretch our minds beyond the boundaries of the printed text or the rules of what is provable to encompass visual-spatial learning and develop motor skills.

Through art, we learn to express ourselves confidently and creatively.

When is Art taught?

Art is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

How is Art taught?

Art is taught through a combination of subject knowledge and skills. Learning takes place both inside and outside the classroom.

Who do we learn about in Art?

We learn about the following artists:-

Jack Kirby

Julie Taymor

Romero Britto
Jackson Pollock
Pietro D'Angelo
Christy Brown
Ivan Aivazovsky
Cesar Manrique
Theresa Elvin

What do we learn in Art?

In art, we learn about the mediums of collage, textiles, photography, drawing, painting, 3D form and sculpture, as well as mixed media.

How do we assess and monitor Art?

Assessment is an ongoing process in the classroom as teachers observe pupils' oral and written responses. Opportunities for assessment exist in medium term plans and are built into all activities. When a new unit is introduced the title and supporting materials are displayed to a class. Pupils use their existing knowledge to summarise what they already know about the topic and consider what will be taught. At the end of a unit pupils are encouraged to reflect on their learning against unit knowledge ladders. As a class a theme review sheet will be completed (Appendix 3)

The learning objectives and outcomes within each lesson offer teachers opportunities for checking progress. Consistency of judgment is ensured by using skills ladders (Appendix 4) and advice by the coordinator. The main method of assessing children's knowledge, skills and understanding is through the use of Assessment for Learning. Parents are informed of curriculum coverage in a curriculum newsletter sent out each term and the progress achieved by their child in the end of year report.

Appendix 1



CURRICULUM SUBJECTS OVERVIEW

ART

Learning Pathways								
 Pathfinders	Unity In the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	3D Form	Painting / Drawing	Painting	Collage / 3D Form	3D Form	Photo Editing Drawing / Painting	Printing	Drawing
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	3D Form	Drawing	Painting / Drawing	3D Form	Painting / Drawing	Printing	Textiles / Collage	Painting / Drawing
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Textiles / Collage	3D Form	3D Form	Painting	Painting	Brand Design	Drawing	Board Game Design



Pathfinders Art Coverage

COME FLY WITH ME! ARCTIC CIRCLE	ZERO TO HERO	HAPPILY EVER AFTER	INTER-NATION MEDIA STATION
<p style="text-align: center;">3D FORM / COLLAGE</p> <ul style="list-style-type: none"> • 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 know that Inukshuks are 3D stone figures • To understand that Inukshuks were traditionally used by the Inuits as directional markers • To know that Inukshuks have been transformed into a symbol of hope and friendship, used by people all over the world 	<p style="text-align: center;">PAINTING</p> <ul style="list-style-type: none"> • To know 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 • To know that Christy Brown was a famous artist who could only use his left foot to draw and paint with • To understand some of the challenges that Christy Brown must have faced 	<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To use a range of materials creatively to design and make products • To know the importance of including specific features in a model or artefact linked to a fairy tale character 	<p style="text-align: center;">DRAWING / PAINTING</p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To recognise and understand the difference between colour and black and white images • To know that splashes of colour on a monochrome background are called 'colour pops'

LAND AHOY!	UNITY IN THE COMMUNITY	GOING WILD!	LIGHT UP THE WORLD
<p style="text-align: center;">DRAWING / PAINTING</p> <ul style="list-style-type: none"> To know 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 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To learn about various techniques used for creating an image / canvas using different media To learn about the Russian artist, Ivan Aivazovsky, one of the great masters of marine art 	<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To know 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 To know about the influence that Cesar Manrique had on the Lanzarote island community To know that Cesar Manrique's wind toys are moving sculptures 	<p style="text-align: center;">PRINTING</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To identify different animal prints To learn some simple printing techniques 	<p style="text-align: center;">DRAWING</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about colour sequences and be able to order colours, from lightest to the darkest To understand that, depending on how much pressure is applied, different media e.g. coloured pencils, can produce different tones and shades

National Curriculum Objectives = Blue

Adventurers Art Coverage

COME FLY WITH ME! AFRICA	A WORLD OF DIFFERENCE	"THAT'S ALL, FOLKS!"	LIGHTNING SPEED
<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn how to make a realistic animal mask To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets 	<p style="text-align: center;">DRAWING / PAINTING</p> <ul style="list-style-type: none"> 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 To know that the mandala is a symbolic representation of the universe in Tibetan Buddhism To understand that the mandala is derived from the word 'circle'. To learn that Mandalas are used as a spiritual teaching tool that helps strengthen meditation and increase focus To understand some of the features from Islamic art 	<p style="text-align: center;">DRAWING / PAINTING</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To know about great artists, architects and designers To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To identify that Jack Kirby is famous for his comic style art To learn that Jack Kirby was the creator of Captain America and many more Marvel characters To know that various methods can be used to create comic art 	<p style="text-align: center;">PRINTING</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'

ATHENS v SPARTA	LAW & ORDER	PICTURE OUR PLANET	UNDER THE CANOPY
<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To Identify different variations of pottery design from the past to modern times 	<p style="text-align: center;">DRAWING</p> <ul style="list-style-type: none"> 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 To know that the rule of thirds is a set of guidelines used for composing artwork for 2D mediums, such as photography, drawing and painting To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits 	<p style="text-align: center;">TEXTILES / COLLAGE</p> <ul style="list-style-type: none"> To know about great artists, architects and designers To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines. 	<p style="text-align: center;">DRAWING / PAINTING</p> <ul style="list-style-type: none"> 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 To know how to make close observational drawings To know how to use oil pastels in drawing To know that the first form of body painting was tattooing in the 16th century in Mexico and Central America To identify different methods of body and face painting

National Curriculum Objectives = [Blue](#)

Navigators Art Coverage

COME FLY WITH ME! AMERICA	"I HAVE A DREAM..."	A WORLD OF BRIGHT IDEAS	MISSION CONTROL
<p style="text-align: center;">PAINTING</p> <ul style="list-style-type: none"> • To know about great artists, architects and designers • To know that Jackson Pollock is famous for abstract art • To understand that his paintings are not meant to represent specific objects / people • To identify their own feelings and emotions when looking at his paintings 	<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> • To know about great artists, architects and designers • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know that Pietro D'Angelo is an artist that creates paper clip sculptures • To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire 	<p style="text-align: center;">DRAWING</p> <ul style="list-style-type: none"> • 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 • To know why logos are important in branding • To know the features of a strong brand image 	<p style="text-align: center;">PAINTING</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours • To learn about colour wheels, including tints, tones, shades and hues • To understand when you apply paint and materials (e.g. sand, sugar, grit,) to different types of paper, it will create different textures

WARS OF THE WORLD	YOU'RE NOT INVITED!	FULL OF BEANS
<p style="text-align: center;">TEXTILES / COLLAGE</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers • To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers 	<p style="text-align: center;">3D FORM</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire • To learn about the significance of Roman mosaic art and their designers 	<p style="text-align: center;">DRAWING</p> <ul style="list-style-type: none"> • 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 • To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus • To know how to create different shades and tones of green

National Curriculum Objectives = [Blue](#)

I
PRIMARY SCHOOL
COLLABORATIVE REVIEW

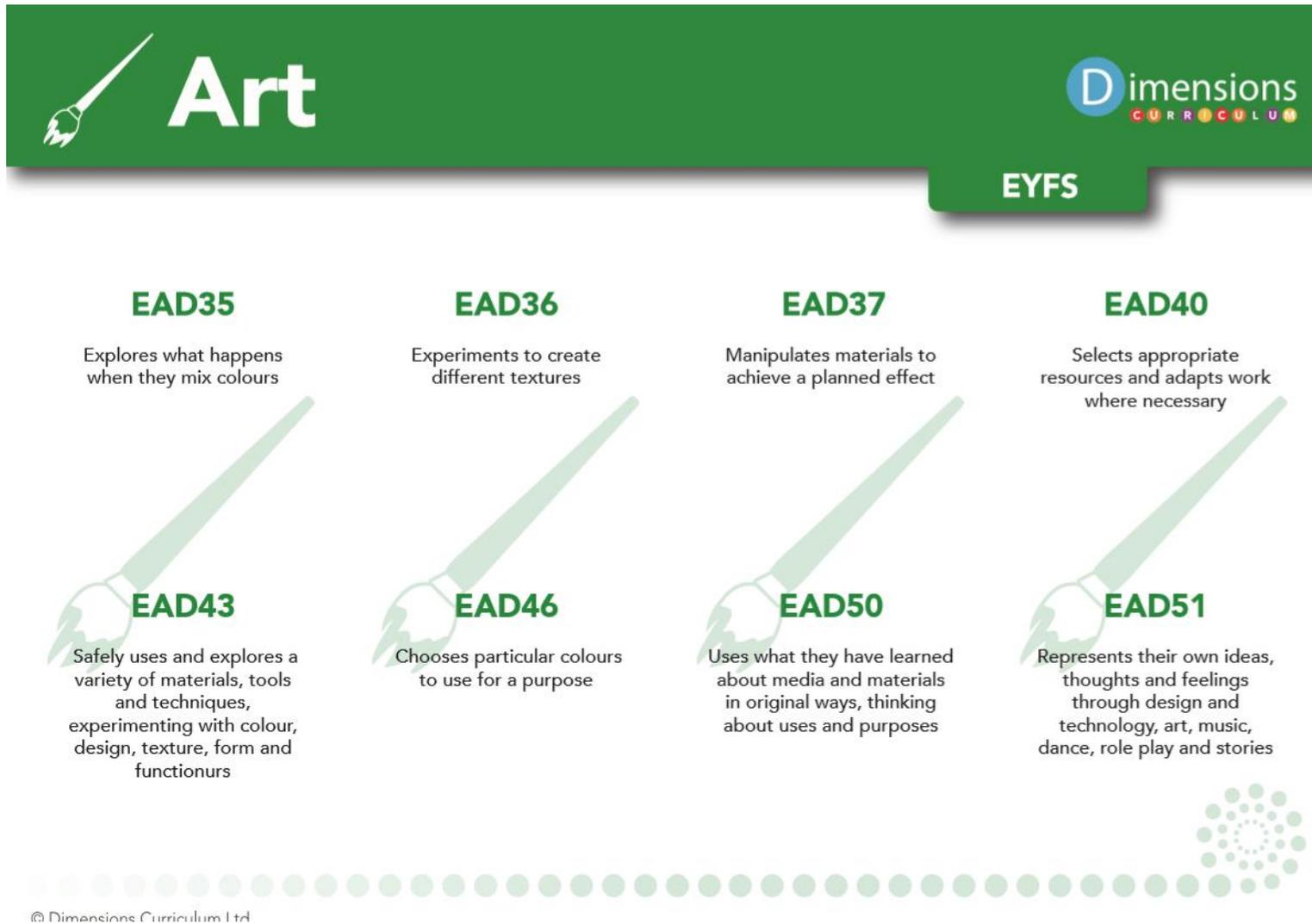
Teacher:	Year:	Class:
W/B:	Theme:	Term:

TEACHER	PUPILS			GENERAL COMMENTS	OTHER STAFF
	WHAT WE NOW KNOW...	WHAT WE NOW CAN DO...	WHAT WE NOW UNDERSTAND...		

Guidance notes:-

This form is to be used as an assessment tool to inform future planning and evaluation. Teachers, pupils and other staff are encouraged to reflect on the learning that has taken place during the half term and write comments above, matched against the success criteria. This is crucial to the successful monitoring of the effectiveness of the thematic approach. Future planning should demonstrate awareness of, and be based on, the feedback on the collaborative review sheet.

Appendix 4



The diagram features a green header bar with a paintbrush icon and the word 'Art' on the left, and the 'Dimensions CURRICULUM' logo on the right. Below the header, a dark green box contains the text 'EYFS'. The main content area is divided into eight sections, each with a paintbrush icon and a description of an Early Learning Goal (ELG). The ELGs are arranged in two rows: EAD35, EAD36, EAD37, and EAD40 in the top row; EAD43, EAD46, EAD50, and EAD51 in the bottom row. A decorative horizontal line of green dots runs across the bottom of the page, ending in a circular pattern of dots on the right side.

Art

Dimensions CURRICULUM

EYFS

EAD35
Explores what happens when they mix colours

EAD36
Experiments to create different textures

EAD37
Manipulates materials to achieve a planned effect

EAD40
Selects appropriate resources and adapts work where necessary

EAD43
Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionurs

EAD46
Chooses particular colours to use for a purpose

EAD50
Uses what they have learned about media and materials in original ways, thinking about uses and purposes

EAD51
Represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

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Skills Ladder

	YEAR ONE	YEAR TWO
INVESTIGATION	<p>Ar1 Drawing Explore the use of line, shape and colour</p> <p>Ar2 Painting Explore a variety of tools and techniques including the use of different brush sizes and types</p> <p>Ar3 Printing Make marks in print with a variety of objects, including natural and made objects</p> <p>Ar4 Textiles/Collage Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Ar5 3D-Form Explore sculpture with a range of malleable media e.g. clay</p>	<p>Ar14 Explore ideas</p> <p>Ar15 Drawing Experiment with the visual elements of line, shape, pattern and colour</p> <p>Ar16 Drawing Work out ideas for drawings in a sketchbook</p> <p>Ar17 Painting Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</p> <p>Ar18 Printing Investigate and design patterns of increasing complexity and repetition</p> <p>Ar19 Textile/Collage Explore texture using a variety of media</p> <p>Ar20 3D-Form Experiment with, construct and join recycled, natural and man-made materials more confidently</p>
EVALUATION	<p>Ar6 Recognise pattern in the environment</p>	<p>Ar21 Observe and comment on differences in their own and others' work</p> <p>Ar22 Drawing Draw for a sustained period of time using real objects, including single and grouped objects</p>
	YEAR ONE	YEAR TWO
APPLICATION	<p>Ar7 Respond to ideas</p> <p>Ar8 Make changes to their own work</p> <p>Ar9 Drawing Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p> <p>Ar10 Painting Use different brush sizes and types</p> <p>Ar11 Printing Build a repeating pattern</p> <p>Ar12 Textiles/Collage Use a variety of techniques e.g. weaving, fabric crayons, sewing</p> <p>Ar13 3D-Form Manipulate clay in a variety of ways e.g. rolling, kneading and shaping</p>	<p>Ar24 Drawing Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</p> <p>Ar25 Painting Work on a range of scales e.g. large brush on large paper etc.</p> <p>Ar26 Printing Use a variety of techniques e.g. fabric printing, rubbings Design patterns of increasing complexity and repetition.</p> <p>Ar27 Printing Print using a variety of materials, objects and techniques.</p> <p>Ar28 Textile/Collage Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</p> <p>Ar29 3D-Form Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</p>

	YEAR THREE	YEAR FOUR
INVESTIGATION	<p>Ar30 Drawing Experiment with different grades of pencil and other implements</p> <p>Ar31 Painting Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.</p> <p>Ar32 Printing Explore pattern and shape, creating designs for printing</p> <p>Ar33 Textiles/Collage Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Ar34 Modelling and Sculpting Research, plan, design and make models</p> <p>Ar35 Find out about artists, architects and designers</p>	<p>Ar49 Drawing Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <p>Ar50 Painting Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p> <p>Ar51 Printing Research, create and refine a print using a variety of techniques</p> <p>Ar52 Printing Explore resist printing including marbling and silkscreen</p> <p>Ar53 Textiles/Collage Experiment with paste resist</p> <p>Ar54 Find out about artists, architects and designers</p>
OBSERVATION	<p>Ar36 Drawing Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar37 Printing Observe and discuss the processes used to produce a simple print</p>	<p>Ar55 Drawing Use research to inspire drawings from memory and imagination</p> <p>Ar56 Drawing Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</p> <p>Ar57 Textiles/Collage Match the correct tool to the material</p> <p>Ar58 Modelling and Sculpting Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</p>
	YEAR THREE	YEAR FOUR
APPLICATION	<p>Ar38 Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 Drawing Draw independently for a sustained period of time</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar41 Painting Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Ar42 Painting Mix a variety of colours and know which primary colours make secondary colours</p> <p>Ar43 Printing Print using a variety of materials, objects and techniques including layering.</p> <p>Ar44 Textiles/Collage Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p> <p>Ar45 Modelling and Sculpting Work with a degree of independence</p> <p>Ar46 Modelling and Sculpting Construct a simple clay base for extending and modelling other shapes</p> <p>Ar47 Modelling and Sculpting Make a simple papier mache object</p> <p>Ar48 Design and create images and artefacts in response to their personal ideas</p>	<p>Ar59 Drawing Make informed choices in drawing including use of paper and media</p> <p>Ar60 Drawing Collect images and information independently in a sketchbook</p> <p>Ar61 Painting Make and match colours with increasing accuracy</p> <p>Ar62 Painting Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Ar63 Painting Plan and create different effects and textures with paint</p> <p>Ar64 Printing Select broadly the kinds of material to print with in order to achieve the desired effect</p> <p>Ar65 Textiles/Collage Choose collage or textiles as a means of extending work already achieved.</p> <p>Ar66 Modelling and Sculpting Show an understanding of shape, space and form</p> <p>Ar67 Modelling and Sculpting Plan, design, make and adapt models using a variety of materials</p> <p>Ar68 Modelling and Sculpting Talk about their work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar69 Design and create images and artefacts for clearly defined purposes</p>

	YEAR FIVE	YEAR SIX
INVESTIGATION	<p>Ar70 Drawing Research and use a variety of source material for their work</p> <p>Ar71 Drawing Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Ar72 Painting Work on preliminary studies to test media and materials Investigate, explore and record information to generate imaginative ideas</p>	<p>Ar87 Drawing Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Ar88 Painting Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Ar89 Painting Work from a variety of sources, including some researched independently</p> <p>Ar90 Modelling and Sculpting Explore further the use of clay e.g. slabs, coils, slips, etc.</p> <p>Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</p>
OBSERVATION	<p>Ar73 Drawing Work in a sustained and independent way from observation, experience and imagination</p> <p>Ar74 Printing Become familiar with new techniques e.g. the use of poly-blocks, relief, mono and resist printing</p> <p>Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</p>	<p>Ar92 Drawing Identify artists who have worked in a similar way to their own work</p> <p>Ar93 Analyse and comment on ideas and methods</p>

	YEAR FIVE	YEAR SIX
APPLICATION	<p>Ar76 Drawing Use a sketchbook to develop ideas</p> <p>Ar77 Painting Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Ar78 Painting Create imaginative work from a variety of sources</p> <p>Ar79 Printing Choose the printing method appropriate to task</p> <p>Ar80 Printing Build up layers and colours/textures</p> <p>Ar81 Printing Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Ar82 Textiles/Collage Join fabrics in different ways, including stitching</p> <p>Ar83 Textiles/Collage Use a range of media to create collage</p> <p>Ar84 3-D Form Use recycled, natural and man-made materials to create sculpture</p> <p>Ar85 3-D Form Plan a sculpture through drawing and other preparatory work</p> <p>Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>	<p>Ar94 Drawing Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Ar95 Drawing Develop ideas using different or mixed media, using a sketchbook</p> <p>Ar96 Drawing Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar97 Painting Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Ar98 Painting Create shades and tints using black and white. Work from a variety of sources, including some researched independently</p> <p>Ar99 Painting Show an awareness of how paintings are created</p> <p>Ar100 Printing Describe varied techniques</p> <p>Ar101 Printing Show confidence in printing on paper and fabric</p> <p>Ar102 Textiles/Collage Show awareness of the potential of the uses of materials</p> <p>Ar103 Textiles/Collage Use different techniques, colours and textures when designing and making pieces of work</p> <p>Ar104 Modelling and Sculpting Create sculpture and constructions with increasing independence</p>