



**Norwich Road
Academy**

Art Policy

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Introduction

At Norwich Road Academy, we believe that Art, Craft and Design embody the opportunity for the highest forms of creativity. A high-quality Art and Design curriculum should engage, inspire and challenge children, equipping them with knowledge and skills that enable them to invent, experiment and create their own works of Art. High-quality teaching will enable the children to develop competence in controlling materials and tools, acquire knowledge, and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space. Through learning about different roles and functions of Art, they can explore the impact it has had on contemporary life and that of different times and cultures. High-quality teaching will enable the children to analyse works using the language of Art and Design. As children progress through their educational journey, they should be able to think critically and develop a more rigorous understanding of skills and application through content and scope.

Intent

The Early Years Foundation Stage (EYFS) aims to strengthen and offer opportunities to develop:

- To engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art.
- An understanding of a wide range of materials and media
- A preferred choice of expression
- Use and experiment with a variety of materials, tools and techniques.
- An understanding of colour and mixing
- The skills needed to design, manipulate and create with an intent and achieve their desired result.

The National Curriculum for Art and Design aims to ensure that all pupils:

- To engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art.
- To produce creative work, exploring their ideas and recoding their experiences.
- To become proficient in drawing, painting, sculpting and art, craft and design techniques.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To begin to think critically and develop a more rigorous understanding of art and design as they progress through the school.
- To evaluate and analyse creative works using the language of art to share and discuss their subjective opinions about art.
- To create an environment where children feel safe taking risks and to support children in all of their creative endeavors.
- To inspire children to seek careers in growing contemporary art and design industries and to develop creative thinkers who feel empowered to express their ideas and process their thoughts in a variety of ways.

Subject content

Art and Design within the Early Years

In the Foundation Stage, the children will undertake rich cross-curricular activities to assist in their progress working towards the completion of their early learning goals.

Although children are not expected to undertake Art and Design to the same degree as KS1 and KS2, they will be expected to explore designing and making alongside verbal evaluations.

Art and Design within Key Stage 1 and 2.

The programmes of study for Art and Design are set out year-by-year for Key Stage 1 and Key Stage 2 in the National Curriculum. Class teachers are responsible for ensuring that all of the relevant statutory content is covered within the school year. The progression of skills and applications of skill have been broken down on page 4.

Art and Design will be taught during curriculum-based lessons in an afternoon dependent on the class teacher's choice and discretion. All classes will have an Art and Design lessons on a rota system with Design and Technology. One half term will have Design and technology and vice versa.

Progression of Art and Design across the Key Stages

Year	Skills
1	To be able to: <ul style="list-style-type: none"> • Use pencils to create lines of different thickness and orientation in drawings. • Identify, mix and use colour to desired effect. • Sculpt and create 3D creations with effective techniques. • Develop key vocabulary around artists and paintings.
2	To be able to: <ul style="list-style-type: none"> • To recognise and understand how to create texture through physical and visual artwork. • Use and apply shape and size to their creations to replicate and recreate famous creations. • Use colour to create an impression on the audience. • Understanding of the impact that local and international artwork has had on way of life and on portraying a narrative.
3	To be able to: <ul style="list-style-type: none"> • Recreate details from landscapes and still life in their own artwork. • Recognise and observe the use of line in artwork including symmetry. • Use a range of brushes and pencils to create different effects in painting and drawing. • Understand the different ways of portraying an image or plan including architecture and mythological creatures.
4	To be able to: <ul style="list-style-type: none"> • Recognise and introduce concepts of light, space and design into their own artwork. • Show reflections in my art. • Introducing elements of two-dimensional and three-dimensional space to enhance their art. • Examine how elements of art work together to create a balance in the complete piece. • Apply artistic skill to physical artistic activities including needlework and embroidery.
5	To be able to: <ul style="list-style-type: none"> • Understand and use key vocabulary when unpicking famous pieces of work. • Unpick and understand other cultures through Islamic and African artwork. • Create original pieces of work through techniques old and new.
6	To be able to: <ul style="list-style-type: none"> • Demonstrate a level of understanding about artistic language. • Observe and discuss a range of paintings that hold value for a period in time.

Implementation

All lessons have clear learning objectives, which are shared and reviewed verbally with the pupils. Also, where possible, lessons make effective links with other curriculum areas and subjects. To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school ensuring all children gain the knowledge and skills needed to progress year on year. The emphasis on knowledge ensures the children understand the context of the artwork and where possible the environment, artefacts, the work of famous artists, and textiles for observation will be used as a stimulus for the children to go onto creating their own work. A similar systematic approach to the development of artistic skills means the children are given opportunities to express their creative imagination, as well as practice and development in key processes of art: drawing, painting, printing, textiles and sculpture.

Children should express and develop their own thoughts and feelings, which they can then use to create their own work using a wide variety of materials. The children are encouraged to develop their skills of observation and to be involved in discussion and will be continuously encouraged to make judgements and evaluate their work. Children are encouraged to use the correct materials and tools to fit the purpose of the task whilst having the opportunity to realise that some tools are not effective for the purpose, they wish to fulfil. Children have opportunities to practise and develop their skills in a variety of practical activities.

Impact

The structure of the Art and Design curriculum ensure that the children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their work. The consistent use of children's sketchbooks means the children are able to review, revisit, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principals of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year. Teachers should have a record of progress made by children against the learning objectives for their lessons. This information will then be used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information should also be passed on to the next teacher. This will also be recorded on Pupil Asset in line with the assessment policy

Staff Training

The Art and Design Subject Leader is responsible for ensuring that all staff are adequately trained so that they are equipped and enabled to deliver the curriculum effectively. This will include; organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues and having regular and open communication with staff.

Planning

All staff will follow our Knowledge Curriculum when planning Art. This is expected to be saved onto the shared drive to be regularly checked by the subject lead to ensure consistency and coverage as well as supporting the restocking of resources, where necessary.