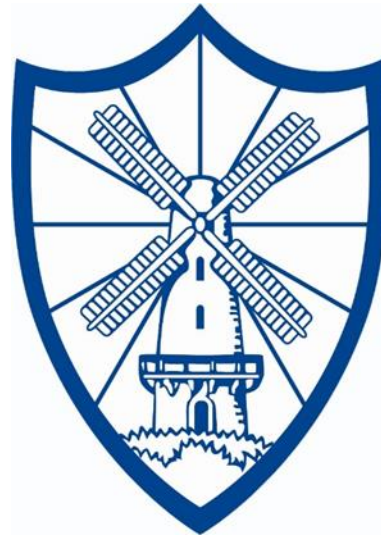




Meopham Community Academy



Art Policy

This policy was reviewed by: Pam Rickards
Date: January 2020
Next Review Date: January 2022

Subject – ART

At Meopham Community Academy we believe that high-quality Art lessons will inspire children to think innovatively, develop their understanding of creativity and provide a means of expressing their thoughts and feelings.

Curriculum Intent: •

- To progressively develop the key skills using a range of media and materials .
- To encourage to develop a greater understanding and knowledge of a range of works which show the styles and vocabulary used by famous artists.
- To give the opportunity to explore and evaluate different creative ideas.
- To develop knowledge and skills that are transferable to other curriculum areas allowing children to use their art skills to reflect on and explore topics in greater depth.
- To encourage the use of art as a medium to express emotion and thought to enhance their personal, social and emotional development.
- To inspire in children a curiosity and fascination about art and design which will remain with them for the rest of their lives.
- To promote the children’s interest and understanding of how art and design impacts on the world around them.
- To encourage risk taking, experimenting and then reflecting on the successes and failures of their art and design work.
- To enable these outcomes our Art curriculum is designed to be:
 - Engaging and accessible to all learners
 - Relevant to the needs of each cohort and our local community
 - Practical, and for Art to be integrated into different subject areas.

Character Development through Art

Our Art curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the artist and art work they are learning about.
- **Moral:** Become honest, respectful and caring citizens, using art and design as a means of communication. Pupils will learn to value and respect others’ opinions and work.
- **Social:** Develop social skills, including: communication, collaboration, determination and working collaboratively in group projects.
- **Cultural:** Learn about the characteristics of art work from around the world and from different time periods, contrasting it with current work from a variety of locations around the world, and linking with a knowledge and understanding of the cultural traditions of the people who live there.
- **Knowledge:** Become independent, resilient and resourceful in their use of different technologies, inside and outside of their classroom.
- **Skills:** Encourage and develop creativity, independence, problem-solving and evaluation skills using a range of media and techniques.
- **British Values:** To show respect for and tolerance of other cultures, their values and their art and design work by learning about people and their cultures in Britain, Europe and the Americas. To show respect for each other by listening attentively to others’ presentations and to plan and work collaboratively on group projects.

Enrichment

- Residential visits
- Day trips and visits
- Local community visits
- Whole school art exhibition
- Use of school grounds
- Use of computer based drawing packages
- Visit from art/design practitioners
- Extra-curricular clubs

Curriculum Implementation

- The art curriculum in KS1/2 is delivered through individual lessons but also through topics with different subject areas as appropriate.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- Each Year Group ensures their lessons are appropriate to the needs and interests of their cohorts.
- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Each term has a different overarching topic - ; this is linked to the national curriculum programme of study.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Cross curricular outcomes in art are specifically planned for, with strong links between art, DT, Science and Computing lessons identified, planned for and utilised.
- A varied range of media is used to develop the skills and techniques required by children to enable them to achieve the desired outcome.
- A scheme of work is used alongside own year group planning to ensure consistency in year groups.
- A monitoring schedule is in place and an overview to ensure progression and consistency.

Impact

- Outcomes in Art Ideas books and on display evidence a broad and balanced art curriculum and demonstrate children's acquisition of identified key knowledge and skills.
- Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children also record what they have learned comparative to their starting points at the end of every topic through Art Ideas books and peer discussion.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of the work of famous artists and craftsmen and its place within the wider art and design context.
- Children are able to learn about careers related to art and design from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

National Curriculum Requirements of Art & Design at 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 wider 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.

Knowledge, Skills and Understanding breakdown for Art

Year 1

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 	<ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?

Knowledge, Skills and Understanding breakdown for Art

Year 2

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	<ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? 	<ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? 	<ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?

Weaving Art Knowledge, Skills and Understanding into the new National Curriculum

Key Stage 2:
Art



National Curriculum Requirements of Art at Key Stage 2

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

Pupils should be taught:

- 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 (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Knowledge, Skills and Understanding breakdown for Art

Year 3

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? 	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? 	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

Knowledge, Skills and Understanding breakdown for Art

Year 4

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> • Can they use ceramic mosaic? • Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history?

Knowledge, Skills and Understanding breakdown for Art

Year 5

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

Knowledge, Skills and Understanding breakdown for Art

Year 6

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both 	<ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? 	<ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design. • Can they create a piece of art which can be used as part of a wider presentation? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in