

Crosscrake CE Primary School

Our School promotes 'Friendship & Learning' underpinned by the Christian values of kindness, perseverance & hope.

Jesus said, "I have come that you may have life; life in all its fullness"

John 10:10.

Art & Design Policy

Purpose

The purpose of this policy is to achieve a whole school approach to the development of Art and Design in accordance with the 2014 National Curriculum. [click here for NC Art & Design](#)

Intention

We aim to teach children to:

- use a range of materials creatively;
- use drawing, painting and sculpture to develop and share their ideas, experience and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space;
- use sketchbooks to record their observations and use them to revisit and review ideas;
- develop mastery of a range of tools, skills and techniques;
- develop critical abilities and an understanding of cultural heritage and knowledge of artists, craftspeople and designers;
- develop their capacity to evaluate their own and others artistic endeavours.

Implementation

Delivery is in accordance with the Teaching and Learning Policy. Children will be offered an opportunity to work in two and three dimensions and on different scales, using a range of materials and processes, and through investigating the work of artists, craftspeople and designers. Sometimes art will be taught cross-curricula, but may also be taught discretely where specific skills are needed to be taught. Children will work on an individual and collaborative basis. Visits and workshops will be arranged with local art galleries where appropriate. Throughout emphasis is placed on fostering a sense of awe and wonder.

Impact

There is no statutory requirement for formal assessment of each strand of Art and Design; however ongoing teacher assessment is used to inform future planning and to review children's progress.

Children are encouraged to make an oral or written evaluation of their work and be given the opportunity to discuss their work and that of others within the group. In addition to using experimental sketchbooks in class, portfolio books will be introduced at Nursery. These will move up through the school with them to provide a valuable record of each child's development in Art and design. Each year the children will complete a self portrait in the sketchbook which year on year enables children to feel pride in their progress. Additional art work and photographs will be added to these portfolios as a record of learning and a way of monitoring progress and assessing achievement.

Teachers will report to parents at Parents' Evenings and in a written report annually.

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PROGRESSION IN ART—SKILLS AND USE OF MEDIA FROM YR—Y2

	Drawing/ Mark making	Painting	Printing	Collage/ Mixed media	3D	Textiles	Critical Studies
YR	MEDIA Using thick & thin crayons, oil and chalk pastels, chalk, charcoal SKILLS Mark making - using ends, sides, pressing lightly/hard, making thick/thin lines, comparing types of crayon and how they work on different types of paper and colours Blending —which crayons blend, make it misty/dark, Rubbing —working from the environment	MEDIA Using finger paints, ready mix SKILLS Colour Mixing —experimenting with two colours finding different shades Brush sizes & types —experience range of brushes, including fingers, to select from limited range of brushes Application of Paint —mixing thick/thin, using wet/dry brush, different papers	MEDIA Thick ready mix paint. Using plastic trays or sheets with thick ready mix paint for mono prints SKILLS Body —use ready mix paint on sponge base, hand, feet etc. Mono-Print —single print taken from image made in thick paint on plastic tray Found Objects —select from range of objects/materials, collect/select own, select from provided colours provided on sponge bases	MEDIA Using a wide range of textures & colour, collect & sort materials SKILLS Paper Collage —experiment with cutting and tearing different types of papers Found materials —selecting own or from a range provided by teacher eg feathers, pasta	MEDIA Malleable materials eg salt dough, clay, papier mache and found materials giving range of textures/properties SKILLS Properties of materials —can you bend it, roll it, twist it, what happens when it gets wet, how can you join it, can you build it tall/wide? Views of their Work —can children see the difference between 2D/3D, what's at the sides/back eg themselves, a tree	An introduction to combining thread and material and to tie dying	To talk about their work & say what they liked about their work and what they might do next time
Y1	MEDIA Using thick & thin crayons, oil and chalk pastels, chalk, charcoal, felt pen, pencil SKILLS Observational Drawing - use a range of drawing equipment to draw overall shape and show some of the detail within the outline Blending/rubbing —tonal work—objects with shadow and limited colour, chalks, pastels, wax rubbings	MEDIA As Y1 plus—large poster blocks, powder paint SKILLS Colour Mixing —Recognise and name primary and secondary colours, mix colours through experimentation and in a structured situation, make paint lighter/darker Application of Paint —mixing thick/thin, using wet/dry brush, using different papers, use range of tools to	MEDIA Printing inks, polystyrene tiles SKILLS Line —line drawing developed into press prints, using found materials to explore printing line/shape, line symmetry Mono-Prints —negative and positive shapes (inked plastic with shapes on top and detail scratched into ink)	MEDIA As YR plus- range of papers, wax resist, sand in paint, paint over collage SKILLS Paper collage —experiment with cutting/crushing/tearing different types of papers, select appropriate shapes and types of paper Colour Mixing —overlapping papers, plastic films, tissues Found materials —working individually & in groups on different scales Mixed Media —working with 2/3	MEDIA As YR SKILLS Properties of materials —can you bend it, roll it, twist it, what happens when it gets wet, how can you join it, can you build it tall/wide—modelling with the materials Views of their Work —can they see the difference between 2D/3D, what's at the sides, at the back eg themselves, a tree Surface Decoration —building up or impressing on material	Look at textiles as a basis for a piece of work, eg patchwork quilt, printing pattern onto material Further experience of combining thread and material	Looking at their own and their friends work, what do they like, why, what accidental outcomes turned out well

	Drawing/ Mark making	Painting	Printing	Collage/ Mixed media	3D	Textiles	Critical Studies
Y3	MEDIA Using thick & thin crayons, oil and chalk pastels, chalk, charcoal, felt pen, range of pencil types, water colour crayons SKILLS Observational Drawing - looking at foreground & background, looking at middle distance, using shading/different types of lines, different types of pencils to distinguish the above Poster Making —think about lettering & composition of posters, try with stencils for lettering Shading —intro. Shading in pencil using different types of pencil	MEDIA Using ready mix paint, ready mix mixed with PVA, powder paint, large water colour tins, inks SKILLS Colour —working with range of shades, either warm or cool colours Application of Paint —build on previous experience & skills of exploring mark making with different tools, from limited to a wider selection Pattern —painting animals & backgrounds separately then explore the effects when these are combined together Texture —might be camouflaged, taken from the creatures patterns or plain to show how the creature stands out	MEDIA block printing, mono printing, using printing ink SKILLS Pattern —make own printing blocks, using thick strin/cut out shapes from junk Mono Print —produce mono print using the perspex screen over their own or another artists work as the stimulus. Think about colour matching, control of materials/tools and mark making techniques	MEDIA Using wide range of textures and colour. Having opportunity to collect and sort materials. Use range of paper, wax resist, sand in paint, paint over collage SKILLS Space - paint/colour wash background and add pastelled foreground using oil pastels or wax crayons for objects in foreground and add colour-wash background looking at the way the background fits around the objects (trees in field) Composition - using mixed media/ found materials to create a picture in a pleasing way (a garden, pond, seaside)	MEDIA clay, found materials SKILLS Form - using clay to form component parts of an object, as Y2 Technique - investigate joining together component parts in clay and found objects Pattern - paint pattern onto their 3D object (eg camouflage)	MEDIA SKILLS Explore - different ways of putting pattern onto fabric Weaving - simple weaving or plaiting using thick thread or fabric	Looking at - art from other cultures, times and places within context Consider - the work of an artist/s from more than one period of time or style of working in an appropriate context
Y4	MEDIA —As Y3 SKILLS Build on skills developed in Y3 & develop further by developing their skills in specific media, such as charcoal sketching, water colour pencils Poster making —look at cross hatching and tones	MEDIA -As Y3 SKILLS Colour —pointillism—the illusion of different colours can be created by selected colours together (Settable to IT & paintbrush prog.) Application of paint —improved control of their tools & paint Tone —look at tone/shadow in the pointillism work—complementary colours for shadows Texture —using different thickness's of paint and a range of tools to create texture on a painting	MEDIA —As Y3 SKILLS Registration —looking at different ways to place a print to make a pattern, make own printing blocks, intro, a 2nd object & colour to help develop pattern & create texture Mono-Print —extend work from Y3 by adding texture through drawing/mark in the ink on the perspex	MEDIA —As Y3 SKILLS Collage —create own papers by colouring a range of paper types and selecting from these for a given end product. Tone —selecting shades for a picture Texture —select texture printed onto paper for a picture, use properties of the materials with increased understanding in their work, encourage the use of specific vocabulary when talking about their work	MEDIA , plaster SKILLS Experience of plaster casting Clay - add texture or pattern by building up or impressing on a piece of clay work	MEDIA SKILLS Explore - different ways of putting pattern onto fabric Weaving - using things like polystyrene trays as the structure to hold their weaving. Using thick wools and rags	Looking at - art from other cultures, times and places within context Consider - the work of local artists Looking at - pointillism artists eg Seurat, Pissar, Signac, Monei Follow - a mini theme or topic (flowers, pattern)
Y5	MEDIA —As Y3 SKILLS Sketches —line drawings of themselves/ friends, sketch actions, and body parts Shading —show shading in faces, using more than one markmaking medium (eg pencil then pastel) Tone —drawings that can lead to tonal collage work	MEDIA —As Y3 SKILLS Colour —associating colour with feelings, using complementary and harmonizing colours. Looking at the effect colours have on each other. Application —looking at shape, creating an imaginative piece from a selection of shapes (surrealists)	MEDIA —as Y3 SKILLS Screen printing —experimenting with tom paper, shapes or stencils String prints —portraits, looking at shapes of features, could repeat for a crowd Printing —develop prints from moving figures	MEDIA —As Y3 SKILLS Portraits of historical figures , using fabrics, thinking about textures as well as line, Representing themselves and their time in history or their interests. Using newspaper to show tone, base on drawing	Create a world in a shoe box, objects hang, overlap like stage set Papier Mache/clay - make a form and decorate in the style of another culture	Card weaving with a variety of found materials focusing on colour, texture, pattern. Work within given limitations, eg cool colours, natural colours	Look at the ways people of been painted over the years and how the styles of painting have changed. Also use painting to detect historical visual clues eg style of clothing suggests historical period Compare work of textile artists
Y6	MEDIA —As Y3 SKILLS Use viewfinder for observational drawing Intro. technique of perspective Observational drawings from different views Distorted images Close up studies	MEDIA —As Y3 SKILLS Colour —choose appropriate colours & media to fulfil a given brief Application —develop perspective drawing into water- colour painting, show awareness of receding tones	MEDIA —as Y3 SKILLS Screen printing —develop screen printing on paper from a sketch/drawing Mono print —printing by placing paper on flat rolled ink and marking directly onto the paper, or reversing this and drawing directly onto the ink. Follow up both cases by working in a 2nd colour	MEDIA —As Y3 SKILLS Collage created with a specific theme , such as complementary, harmonizing or clashing colours. Paper cutting follows a specific pattern as well eg zig zag, curves Spaced out of overlapping to create interesting visual effect (optical art eg Bridget Riley)	Plaster bandage work - build image as base relief (mask, gargoyles) use screwed up newspaper as base. Look at gargoyles for exaggerated expressions	soft sculptures, using a variety of fabrics, embroidery, applique, sequins, net, to create a piece developed from earlier sketches. some areas could be padded	Recognise some styles used by themselves & other artists, & use appropriate art vocabulary for their level of understanding Show some understanding of how work is affected by the medium and what the artist has set out to achieve. Apply this understanding to their own work as well as the work of others