



Art and Design

Policy

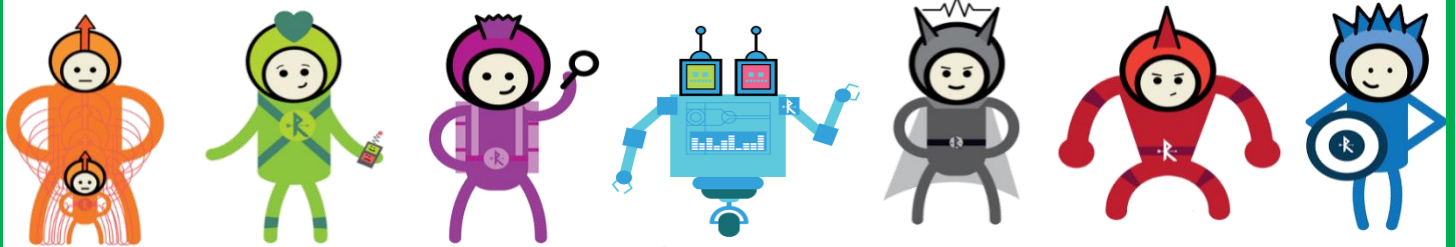


Review frequency: Annually (2022-23)



'Creativity takes courage.' Henri Matisse

'Every young person – not just a minority – deserves to learn in an arts and culture rich school' (from the 'Time to Listen' report RSC/Tate/University of Nottingham 2017)



Intent

Robin Hood Primary School believes that a world class art, craft and design education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. A world class, art, craft and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well being of our society within both national and global contexts.

We expect pupils:

Produce creative work, exploring their ideas and recording their experiences

- Develop personal and creative responses
- Generate original ideas in a variety of ways and use different media and processes
- Investigate, analyse, experiment and work expressively to explore and record observations, imagination, feelings and personal responses

Become proficient in drawing, painting sculpture and other art, craft and design techniques. Pupils will make their own work.

- Respond thoughtfully and act with purpose to develop skills
- Select and control tools and systems with increasing proficiency to achieve intended outcomes

- Opportunities to work in a range of scales in 2 and 3 dimensions and in virtual and time-based media
- Opportunities to work in a variety of processes and media which will include:
 - ✓ Drawing for different purpose, including perception, communication, invention and action - using a range of media such as charcoal, pencils of different grades, crayons, oil pastels, chalk pastels, markers, ball point pens, erasers, inventive mark making tools (e.g. sticks);
 - ✓ Painting for different purposes and in different ways, exploring diverse techniques and processes such as wash, strokes, layers, blending, scumbling, spatter, drip, glaze, wet, dry, spray - using a range of media e.g. watercolour, acrylic, ink, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;
 - ✓ Printmaking using monoprint, lino, collograph, press print, screen, etching, intaglio – hand printing with rollers and cloth wads, or using a roller, letter press;
 - ✓ Sculpture processes:
 - construction: using card, paper, wood, wire, structural armatures and surfaces using plaster of Paris, ModRoc, papier maché, found materials.
 - Reduction and subtraction: with carving materials including soap, cast plaster, wood. Modeling using materials such as modeling clay, air drying clay, salt dough, polymer clays, Plasticine or similar.
 - Casting: using plaster of Paris
 - ✓ Ceramics to develop functional, craft, sculptural or decorative outcomes – using clay
 - ✓ Creative Craft based outcomes exploring diverse processes that might include, jewelry , basket making, beadwork, toy making, mosaic, wood working and carving, enameling weaving, casting, and materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles or recycled or up cycled materials
 - ✓ Collage using torn, cut and collected papers adding inks, paints, fabrics and found images, photographs and materials, as well as frottage and montage processes using photography, lens and digital light based media;
 - ✓ Textiles to explore the properties of fabrics, textile materials and found materials to create visual and expressive outcomes in textile materials - design fashion and garments - construct functional or expressive/creative outcomes in fabric and malleable structural materials.
 - ✓ Photography and lens based outcomes (photography, film and image capture) using chemical and/or digital recording, processing and printing systems as an art-form and as a means to support/inform other creative processes;
 - ✓ Installation and site specific works including land art and earthworks, projected installations, interactive multimedia works, that may be temporary, semi-permanent or completely permanent and site specific;
 - ✓ Digital and new media including, lens and light based media for web, screen and projection, digital drawing, painting, animation, design, interactive works and performances, digital installations and multi-media works;
 - ✓ Design and graphic design for illustration, advertising, promotion, communication, virtual and printed publishing, packaging, styling, product design, typographic design

Evaluate and analyse creative works using the language of art, craft and design

Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:

- Review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design.
- become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icons.
- develop reading and writing skills alongside speaking and listening skills as they research, communicate, analyse, critically evaluate and review their own work and the work of significant artists, craftspeople, architects and designers.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. A key strand of all good art, craft and design education is to help pupils acquire knowledge and understanding of the world of art, craft and design. To support their learning in this key strand pupils should:

- develop and apply their reading and writing skills alongside their speaking and listening skills as they research, communicate, analyse, critically evaluate and review the work of significant artists, craftspeople, architects, film makers and designers
- learn about, research and explore relevant and significant artists, craftspeople, architects, film makers and designers to inform their creative thinking and the development of their own creative practice, informing their outcomes and signposting to career and vocational paths
- have opportunities to explore the work of artists, crafts people, architects, film makers and designers that should include examples selected from both male and female practitioners, examples from diverse genres, periods and cultures, exploring a range of different intentions and including examples selected from physical and virtual forms of expression
- use, where relevant, what they have learned to inform their own work and working practices
- In their study, reflection and response to the work of artists, craftspeople and designers, and to the social and historic context in which they worked, pupils develop their spiritual, moral, social and cultural understanding, empathizing with others and learning more about other world cultures. They develop awareness of the place of art, craft and design in the world to comment on and change opinion, or transform life experiences.
- Work safely using tools, equipment, materials and techniques appropriate to the task and with care for themselves and others.

The school passionately believes that it is a fundamental right for every child to access and experience the Arts regardless of their background including race, gender and economic class.

Implementation

By the end of each key stage pupils will;

- Acquire the knowledge needed to develop increasing familiarity with different media, to develop skills and the learning essential to inform creative actions through the study of creative practitioners, other cultures and times
- Obtain the improvement and progression in the execution and control of specific skills
- Achieve the experience and understanding gained through teaching and active participation in specific creative processes, design, sequences of creative action and techniques

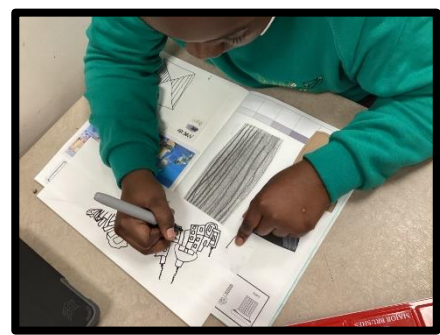
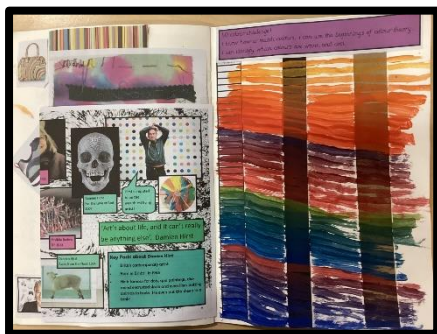
By the end of Key stage 1 pupils will;

- investigate explore and start to develop their understanding and control of simple techniques as they begin to look at and talk about the work of artists, craftspeople architects, film, media makers and designers in local, as well as a variety of different national, cultural and industrial contexts.
- through a variety of creative, discursive and practical activities, pupils should be taught:
 - the knowledge, understanding and skills needed to engage with and participate in a process of self expression and personal response;
 - to develop a basic level of understanding and technical skill in the key processes of drawing and mark making, colour mixing and painting, forming, assembling/constructing and modelling, printing and pattern making, cutting, tearing, sticking and collaging.
- use a range of materials creatively as they investigate, experiment and explore materials and processes informing the way that they design and make products and expressive outcomes.
- use drawing, painting, sculpture and a range of processes which include digital media and 3 dimensional work to develop and share their ideas, experiences and imagination.
- Start to develop a wide range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space.
- Be introduced to specific named creative practitioners and some relevant examples of the work produced by these artists, craft makers, architects, film makers and designers, or creative practitioners who are part of a group e.g, artistic movement/community, or the collective work represented by a genre, period or culture.
- Be introduced to and explore one or more selected key features of the work of a range of significant artists, craft makers, architects, filmmakers and designers, describing the differences and similarities between different practices and disciplines, and start to make links to pupils' own work.
- Look at pictures, films, clips, books, reproductions, websites and original work (where possible) to start to develop skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation and inform their own creative decision making.
- Through reading, speaking and listening, pupils share their developing views and ideas, using this to inform their own creative actions.



From Year 1 Pupils will use an 'Art Book' these art books will be a form of sketchbook

- Create sketch books and methods of recording to generate, develop, research and record their observations and use them to review and revisit ideas.



- Develop design skills through research, investigation, exploration and experimentation, learning how to document and record their thinking and ideas; suggesting alternatives, speculating,

hypothesizing to develop imagination and ideas for alternatives and improvements in their own work.

- Look at examples of sketchbooks and sample pages produced by local or professional artists, craftspeople, architects and filmmakers and designers, as well as examples from significant historical and contemporary practitioners, to learn how to use a sketchbook well and the diverse ways that different creative practitioners use these for different purposes e.g. comparing the ways in which sketchbooks are used by an artist as compared with a graphic designer or typographer, a product designer with a ceramicist, a textile artist with an architect, or a film maker with a digital artist or illustrator.
- Understand that sketchbooks can vary in size, in the type of papers they contain, be hardback or softbound. Pages can extend beyond the size of the book and when completed, a sketchbook may bulge with additions and collections of visual information and ephemera glued and attached. Using separate sheets of paper and a clip folder does not perform the same function as a sketchbook as it allows pupils to filter or select what they keep or show. A sketchbook is a challenging medium with an accompanying discipline integral to the creative nature of the subject.

By the end of Key Stage 2 pupils will;

- Learn how to further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of two and three dimensional media and digital media through approaches that include investigation, experimentation and exploration.
- Develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as local, contemporary and industrial/applied contexts. To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, film and media makers, architects and different forms of designers; becoming increasingly aware of the broad diversity of creative practice across the visual arts.
- Develop and evaluate a variety of art, craft and design techniques, to include drawing, painting and sculpture with a range of materials e.g pencil, charcoal, paint clay and digital technologies, and make work in a range of different media and in 2 and 3 dimensions.
- Be introduced to great and significant artists, craftspeople, architects, film makers and designers in history and also within contemporary and future contexts. Introduce pupils to selected named creative practitioners and using relevant examples of their work, including those who are part of a group.
- Look at original works, pictures, films, clips, books, reproductions, projections and websites to inform the continuing development of the skills of reflection, consideration, identification, analysis, selection, comparison, speculation, imagination, questioning, interpretation, evaluation; all used to inform their own creative decision making;
- Through reading, speaking and listening, pupils share and document their developing views and ideas, to understand why artists and designers work in the ways that they do, make decisions and use this to inform their own creative actions.

Planning

Art and Design lessons in EYFS are planned by the phase team and follow the expressive arts and design elements of the curriculum. This will be a combination of continuous play provision activities as well as adult led focus sessions. F1 and F2 will also take part in artist studies and arts week activities.

From Y1 – Y6 Art and Design lessons are planned and taught by the Arts lead as part of our 'Trio afternoons'. These lessons ensure the pupils get a complete afternoon to immerse themselves in the

session. Sequential planning that builds on previous skills and knowledge is used to ensure every child is given the opportunity to understand What is Art? Repetition of skills and knowledge that are developed in different contexts through the study of traditional, modern and contemporary art ensure pupils develop practical and theoretical knowledge to improve fluency, experimentation and authenticity.

Robin Hood Primary School Art Medium Term Plan			
Essential Question: How are the pyramids still standing? Artist Focus: Maria Bartuszek and Jean Dubuffet. Theme: Ancient Egypt			Year 6 Spring Term
Week/Date	Objectives (sequence of learning) Knowledge/Skills	Activities/Resources/Vocabulary	Adaptation
1	I know how to use different paints (inks etc.) I can create landscapes – natural and built using perspective and shading to give effect of depth etc.	Warm-up: <i>Continual line drawing</i> of pyramids using <i>tracing paper</i> over an image of the pyramids in <i>Black ink</i> . Demonstrate how to use <i>perspective</i> guidelines to draw pyramids. Children to explore drawing pyramids and shading to show <i>texture</i> . First in sketchbooks then on <i>A5 cartridge paper</i> . Use <i>Blue ink</i> first on <i>grape of watercolour paper</i> then on <i>A5 watercolour</i> . Avoid the edges.	Support struggling children with adults and captains.
2	I know how to use advertising, fonts, logos etc. Graphic design – layout, marketing etc. I know how to competently combine effects to create a digital artwork. I can create a poster.	Warm-up: Combine ink sky background with cut out pyramids to create artwork. Look at old advertising <i>posters</i> from cinema. Children will use a combination to create own poster on the <i>pad</i> . Each digital poster needs to include: a physical drawing, a photograph and text in at least two fonts.	Work in partners to support but each child to create individual poster. Use captains to support technology skills.
3	I know how to use materials with confidence, creativity and imagination to create 3D object. I can select a range of materials to create a desired effect. Combining them successfully. I can select and use tools accurately to cut and form materials considering <i>aesthetics</i> .	Warm-up: Introduce the work of Maria Bartuszek. Watch the video <i>Shine a Light Cast Sculpture 1 Tate Kids</i> . Each table to have <i>plaster of Paris</i> , spoon, jug of water, tube of <i>acrylic paint</i> , ziplock bags, dust masks, balloons, string, scissors and empty <i>water bottles</i> . Explain that we are going to create a group <i>sculpture</i> . Show how our pyramid artworks show different levels and how the pyramids work together. Each team will be trying to create a sculpture of a different height, depth etc. Work with parent/carer to create plaster sculpture. If any children do not have an adult double up to work as small teams.	Each child will be supported by an adult. Ensure no plaster of Paris is inhaled. <i>Damp rags</i> on each table to clean spills and a <i>bin bag</i> to put rubbish as used.

Robin Hood Primary School Art Medium Term Plan			
Essential Question: How can lessons from history keep us safe today? Artist Focus: Jackson Pollock & Alberto Giacometti Theme: Fire – textiles/ sculpture			Year 2 Spring Term
Week/Date	Objectives (sequence of learning) Knowledge/Skills	Activities/Resources/Vocabulary	Adaptive Teaching
1	I know how to join materials to create a 3D form. I can create a bowl from paper mache.	Warm-up: Look at images of fire. What colours can you see? Demonstrate <i>paper mache</i> using <i>warm diluted PVA with sponges</i> and wet strength tissue paper. Overlap <i>issue strips</i> . Colour layer, then 3 layers of white, last layer of colour. <i>Plastic bowls to use as molds, sponges</i> . Form: 3D, <i>model</i> . In this session also create simple <i>tie-dye</i> effect to colour fabric for session 4. Children to fold <i>fabrics</i> , tie and place in cold water <i>dye</i> (<i>dyed</i>). <i>Basket string</i> .	Have some strips ready torn for children to use. For any children that might struggle have a layer started in the <i>mold</i> . Use captains as needed.
2	I know how to use simple proportions in life drawing and stick figures.	Warm-up: Demonstrate simple <i>proportions</i> . Children to draw on <i>white boards</i> , simple stick figures in different positions. Look at the work of Giacometti. <i>Drawing Experiments 1 Tate Kids</i> . Demonstrate how to shape <i>foam wire</i> to create a simple figure. Design action figure in book. Children to create own figure. <i>Sculpture</i> . Pad out with <i>tin foil</i> . Position figure. <i>Possable, Action Figure</i> .	Use wooden mannequins to demonstrate and have some simple body drawings for children to use as a guide. Assist children if they need help with bending the wire. Use captains as needed.
3	I know how to use colour mixing to create contrast. I know how to use brushes in a controlled way. I can create action paintings – blobs/splats etc.	Warm-up: What colour is fire? Use various mark-making resources (<i>oil pastels, felt tips, coloured pencils and chalk pastels</i>) to explore warm colours. Look at the work of Jackson Pollock <i>Who is Jackson Pollock? 1 Tate Kids</i> . Explain about <i>warm and cold colours</i> . Explore a <i>colour wheel</i> . Colour mix paint to match <i>colour wheel</i> . <i>Paints</i> . Discuss <i>contrast</i> between colours.	Use captains as needed.

British Values

The five British values will be integrated in to the art and design curriculum;

Democracy – all pupils are made aware of and asked to consider the views and values of others, particularly when working collaboratively. Pupils may take votes and hold discussions when making decisions about work, and collaborative projects.

The Rule of Law – all pupils are asked to follow and understand the school rules and recognise their importance in keeping safe. During projects and activities, tools and materials are safely accessed making sure class rules are followed. Pupils should know and understand the consequences of not following these rules.

Individual Liberty – all pupils are given the opportunity to express their individuality through projects. They will be given regular opportunities to make their own decisions and choices in projects. Whilst making choices, they should also recognise that there are boundaries and respect these.

Mutual Respect – Pupils will be taught to behave in a way that positively impacts the work and productivity of others. When giving feedback, they are taught to be constructive and respectful of others' feelings and viewpoints. Pupils work collaboratively on projects, having respect for peers' views and being receptive to the advice of others. When analysing art and artists, pupils may find out about the culture of the time and place and how that has affected the artmaking.

Tolerance of those of different faiths and beliefs – Pupils will be given opportunities to understand different views and opinions and that that these make them who they are. Pupils will be taught to be tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. When analysing art and artists from different times and cultures pupils may express opinions that include them enjoying a piece of art but not agreeing with the views of that artist.

Adaptive Teaching and SEND

Art and Design lessons aim to have an inclusive learning environment that caters to the different needs of the pupils. 'Know thy pupils'...John Hattie. By being informed and well-planned, lessons should provide all pupils with a creative learning environment where they can flourish.

Children are asked to stay in their seats when in the Studio with the materials they need 'at hand' as space is tight. When activities are planned that need more collaboration or space, art and design lessons will take place in a more suitable environment such as a classroom, hall or outside space.

We take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination by ensuring the inclusivity of the art and artists we study.

For further information around specific adaptive teaching techniques and meeting the needs of our pupils with SEND in art and design lessons please refer to the separate document.

Impact

Assessment

The purpose of assessing in Art and Design is first and foremost to support the child's personal development. The creative curriculum at Robin Hood will build pupils knowledge and skills as they progress through school as well as opportunities to apply these skills creatively.

Our progressive, creative curriculum in art and design ensures the children are able to explore different mediums, scales and artists*as well as being able to work individually and collaboratively.

Coverage of the curriculum will be monitored to ensure there are no gaps and that the knowledge and skills taught are revisited and developed.

There will be two formal assessment activities in the year. Each of these activities give the child the opportunity to showcase their skills. These drawings will help the teacher to decide whether a child is working at expected standard.

For further information on assessment in Art and Design refer to the separate document.

Art Books

Each child from Y1-Y6 will complete their own art book. The books will be a celebration, review, collection and record of their exploration of 'What is Art?' They will be kept for a minimum of two years and will be available to view in the Studio.

Arts Week

Each year, a dedicated Arts week will take place across school which will usually have a theme. This culminates in inviting parents and carers to view the pupils' endeavours at an afterschool event which includes activity workshops, performances and exhibitions.

Arts Award

Arts Award is an individual award that inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible. At Robin Hood we offer the first two levels.

Year 2 Discover

Arts Award Discover is an introductory award, designed for ages 5 and above, but is open to children and young people aged 25 and under.

To achieve an Arts Award Discover, children and young people collect evidence in an individual arts log of their experiences of:

- participating in arts activities
- researching artists and their work
- sharing their arts discoveries

Classes Forest and Sherwood will take part in a project about The Rainforest where they will learn how to screen print, discover the work of an artist and share their work at a fashion show.



Year 4 Explore

Arts Award Explore is an Entry Level (Entry 3) qualification on the Regulated Qualifications Framework (RQF) and is designed for ages 7 and above, but is open to children and young people aged 25 and under. To achieve an Arts Award Explore, children and young people collect evidence in an individual arts log of their experiences of:

- active participation in a range of arts activities, including a personal response about what they have learnt from taking part
- experience of arts organisations, artists and their work
- creating a piece of art work
- identification of what they have enjoyed and/or achieved, and their communication of this to others



Classes Loxley and Gisbourne will take part in at least two different workshops. They will be asked to analyse and respond to these activities in their log book. They will research Nottingham Contemporary after a visit to an exhibition. Identify and write about a favourite artist and choose their own artwork to create.

Arts Ambassadors

Arts Ambassadors will be chosen each year whose role will be to support the Arts lead. They will be given opportunities to develop their leadership skills and will have an influential role in the Art and Design opportunities offered in school.

Big Draw

Each year the whole school will take part in a Big Draw event that will invite all members of the school community to come together to take part in a drawing activity. This event takes place in October.

Artsmark

At the end of 2022 Robin Hood Primary School were awarded their Platinum status. This award is validation of our ambitious curriculum, excellent enrichment opportunities and our sharing of inspirational practice with others.



**Artsmark
Platinum Award**
Awarded by Arts
Council England