

Art Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
Review date: September 2022
Next Review Date: July 2023

Intent



Article 29: *Your right to become the best that you can be.*

The pupils will produce creative work, exploring their ideas and recording their experiences. They will learn to generate original ideas in a variety of ways and to use different media and processes. They will learn to investigate, analyse, experiment and work expressively to explore and record their observations, imaginations, feelings and personal responses when engaged in creating their outcomes.

The pupils will become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will learn to make their own work by using materials and techniques purposefully. The pupils will respond and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve intended outcome. They will have opportunities to work in a range of scales in two and three dimensions and in virtual and time-based media. The pupils will have the opportunities to work in variety of processes and media which includes drawing, painting, printmaking, sculpture, ceramics, creative craft, collage, digital and design and graphic design.

The pupils will evaluate and analyse their creative work by using the language of art, craft and design. They will base these by reviewing, thinking and discussing their own work of others, developing a critical and technical vocabulary relevant to art, craft and design. The pupils will 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.

The pupils will develop an interest in great artists, craft makers and designers, and understand the historical and cultural development of their art forms. These will acquire an understanding of the world of art. The pupil will develop their research and explore relevant and specific artists to inform their creative thinking and the development of their own creative practice. The pupils will get the opportunity to explore the works of artists that include diverse genres, periods and cultures by exploring a range of different intentions. The pupils will learn to work safely using tools, equipment, materials and techniques appropriate to the task and with the care of themselves and others.

Implementation



Article 28: *Your right to learn and go to school.*

Skill and content development

The pupils learn a variety of art skills. These develop through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section. The content covered is sequentially planned so that throughout the whole school, each unit builds on the last.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

Timetable

In the primary section Art is taught as a discreet skill-based subject. These skills are taught via Art based projects. Pupils have timetabled Art and Design lessons every fortnight. The pupils carousel between various Art and DT projects.

In Key Stage 3 pupils have bespoke Art lessons. Pupils have two timetabled lessons (usually a double lesson) per week in Years 7, 8 and 9. The curriculum fully builds on the primary section curriculum and continues the sequential and logical development of skills and content.

Pupils have the option of studying Art at GCSE level in Years 10 and 11. These pupils have three lessons per week. Pupils have the option of studying Art for one of their A-Levels. These pupils have five lessons per week.

EYFS

In EYFS pupils explore different materials freely, in order to develop their ideas about how to use them and what to create. Pupils explore colour and colour mixing. They use a variety of materials, tools and techniques and experiment with colour, design, texture, form and function.

Primary section

In Year 1 pupils learn to use painting, drawing and sculpture to develop and share their ideas, experiences and imagination. They learn to develop a wide range of art in using colour, pattern, texture, line, shape, form and space. The pupils learn about the work of a range of artists, describing the differences and similarities between other artists and making links to their own work. The pupils create sketch books to record their observations and use them to review and revisit ideas

In Years 2 – 6, the pupils learn to develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art. The pupils create sketch books to record their observations and use them to review and revisit ideas. They develop greater mastery in art including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). The pupils learn about great artists, architects and designers in history.

Secondary section

In Year 7 pupils learn to use a variety of new techniques. This includes line drawings, tonal shading and colour-mixing. Pupils learn and experiment with further mediums such as water colour, poly-tile printing and 3D paper manipulation/sculpture. They develop their ideas in their individual sketchbooks, which support their learning and practical outcomes. In Year 8 pupils work specifically with clay. In Year 9 pupils complete extensive artist research-based

projects. They explore new artists, their artworks and the processes used. They create a multitude of outcomes that link and respond to these artists. In doing so, the pupils use new materials (including wire) and new techniques (including manipulation of plastics).

GCSE and A-Level Art

The curriculum has been designed so that Art teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study. GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered. The modules chosen reflect the needs and interests of our pupils as well as being fully integrated in our whole school curriculum.

Extra-Curricular

Pupils have opportunities to extend their creativity through a variety of extra-curricular activities.

There are regular visits from artists who inspire pupils with their work. There are regular visits to art galleries. Pupils visit the Tate Britain, Tate Modern, White Cube, The National Gallery and the local Art studio close to our school in Harrow. These visits enhance and deepen the curriculum.

Primary section pupils participate in Winter Arts Week. We focus on a theme inspired by the season and focus on two core art skills. For example: painting skills and collage. Teachers plan and deliver a sequence of lessons, where pupils can explore and develop these skills at their age appropriate level. Pupils then go onto create Winter Art scenes through a range of media. Pupils learning is then captured and an online art gallery is created. This presentation is then shared across the school.

Pupils also have the opportunity to attend Art Club and GCSE/A-Level support after school, enabling them to make use of the art rooms for their own independent study in a supportive environment.

Implementation - Skills

	Contextual Studies/ Teamwork and Collaboration	Drawing	Painting	Other Media
EYFS	Describe art they have produced. Use ideas from an artist to create their own art.	Explore different drawing materials including different pencil types, colour, lead, crayon, pastel, and chalk. Make simple representations of objects that are familiar. Produce observational drawing, e.g. of butterflies, own portraits and sea creatures.	Name and recognise primary colours and colours produced by mixing. E.g. Van Gogh's Starry Night and Sunflowers.	Join material using glue and manipulate and use playdough/plasticine. Experiment with 3D junk modelling. E.g. by constructing emergency vehicles.
Year 1	Describe the work of artists, craftspeople, and designers and use the ideas to create their own pieces.	Draw using a variety of drawings tools. Add detail to pictures by developing control of the pencil, e.g. dinosaurs and characters from a story.	Name all the primary and secondary colours. Mix colours and apply colour with a range of tools, e.g. by painting dinosaurs. Create a colour wheel.	Construct a 3D sculpture using materials, e.g. a volcano Press, roll rub & stamp to create prints on t-shirts. Mix materials to create textured 2D shapes inspired by Piet Mondrian Create colours, shapes, textures lines using software and to edit these pictures using the software.
Year 2	Replicate some of the techniques used by artists, craftspeople, and designers.	Draw using shadows and using light and dark, e.g. animals.	Make many tones of one colour (using white) and darken colours without using black to create observational paintings, e.g. of plants.	Join two pieces of clay together using the coiling method, e.g. make the Eiffel Tower. Combine digital images with other media to produce artwork. E.g. create flags of different countries.
Year 3	Create original pieces using the techniques of artists, craftspeople and designers.	Use grades of pencils to create tonal shading. Use sketches to help produce a final piece of art, e.g. modes of transport	Colour mix, make colour wheels and use different types of brushes & techniques to creating and design, e.g. a cave.	Use malleable and rigid materials to shape, form, model and construct a 3D sculpture. E.g. a mini village Use materials to create mosaics. Create images, video & sound recordings using digital media. E.g.. design futuristic bus tickets.
Year 4	Describe the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Apply a simple pattern and texture in a drawing. Compare drawings of David Hockney and Eileen Agar.	Colour mix, use tint, tone, shade and mood in paintings. E.g. of David Hockney and Eileen Agar's work.	Create surface pattern and textures in a malleable material, e.g. clay, plasticine and mod roc. E.g. design a 3D tunnel. Overlap and overlay textures to create images. Print blocks using a relief or impressed surfaces including potato prints, lino cuts and items which can be stuck onto surfaces. Present recorded visual images using software e.g. PowerPoint.
Year 5	Create own and collaborative outcomes on projects in two and three dimensions and on different scales.	Draw from a variety of sources including observations, photographs and digital prints. Examine Claude Monet's impressionists and use these to draw portraits and ground floor plans.	Paint an abstract background and feature foreground. E.g. the work of Peter Thorpe.	Use recyclable, natural, man-made materials to create sculptures. Collage to a painted, printed or drawn background. Present recorded visual images using software e.g. PowerPoint and import images into a graphics package. E.g., use Andy Warhol and Pop Art
Year 6	Annotate work in sketchbooks by describing how art pieces can be developed further. For example, with reference to tone, shading, tints etc.	Create detailed drawings based on close observation, e.g. vertebrates and invertebrates.	Shade and tint using black and white. Choose appropriate paint, paper and implements to adapt and extend work. E.g. by painting different bio mass such as forests, tundra, desert, and add plants and animals.	Produce intricate patterns with clay using slabs, coils, slips etc. Collage to extend work from initial ideas.
Year 7	Use illustration techniques, for example the use of typography to create a visual response to poetry, to work collaboratively in small groups to create outcomes.	Draw portraits using the grid method. Use colour mixing when drawing. Use observational drawing skills to create outcomes from primary sources.	Use a range of different paint including acrylic, watercolour and ready mix, to create tones and colours and then apply to various outcomes.	Use various tools and paper manipulation methods to create 3D objects, e.g. bugs and insects. Slip cast tiles using clay and plaster.
Year 8	Use ceramic skills (relief and recess) to create outcomes influenced by specific time periods. For example, Tudor Times	Use technical drawing skills, for example line, tone, shape form to create designs for final outcomes. For example, hybrid creatures illustrated in response to secondary source images.	Use watercolour to create both small and large-scale outcomes. Use acrylic paint to add block colour outcomes. Apply colour tonal range using paints.	Use tracing paper transfer, lino cutting tools and ink to create lino prints. Use craft knives and glue guns to create 3D outcomes using paper and layers of cardboard.
Year 9	Explain the artistic techniques of Emory Douglas, Frank Stella, Rene Magritte, Edward Hopper, Yayoi Kusama and Georges Seurat and use these techniques to create 3D outcomes.	Create line and tonal drawings of natural forms from secondary sources. Produce detailed drawings of their artist inspired outcomes.	Use watercolours to create tonal range by applying layers. Use various painting techniques to highlight texture in artist-inspired outcomes. Create acrylic artist research boxes.	Manipulate wire to create self-portraits and sculptures. Use various medias to create monoprints. Create a mixed media outcome using photography, photo-transfer and textiles. Apply construction skills to create 3D artist study outcomes.
Year 10	Create long-term projects that focus on specific historical art movements and artists. Relate these artists to their own projects.	Explain the artistic techniques of John Virtue, J.M.W. Turner and Stephen Wiltshire and use these to create outcomes using drawing medias (including pencil, chalk, pen and charcoal.)	Use a range of painting techniques in response to John Virtue, J.M.W. Turner and Stephen Wiltshire. Use watercolours, acrylics and inks – add examples of painting techniques	Create cardboard-backed mixed media outcomes in response to an artist and their project theme. Create plaster tiles through design and experimentation. Create mixed media final pieces using watercolour, acrylics, ink, oil pastels, calico, cardboard and/or paper Create alternative drawing outcomes with etching techniques
Year 11	Work independently to create entire projects based on relevant art movements and artists.	Use an advanced range of drawing techniques (including line, tone and form) and use a variety of medias to produce outcomes in response to Grayson Perry, Jenny Saville, Kehinde Wiley, Stanley Spencer and Lucian Freud.	Use an advanced range of painting techniques (for example dry brushing, solid colour and colour mixing) using acrylic, watercolour and inks. These techniques reflect artists Grayson Perry, Jenny Saville, Kehinde Wiley, Stanley Spencer and Lucian Freud.	Create etch prints combining printing, photographic and drawing skills. Create large scale ceramic outcomes in response to an artist. Create advanced mixed media final pieces using watercolour, acrylics, ink, oil pastels, calico, cardboard and/or paper.
Sixth Form	Work independently to create entire projects based on relevant art movements and artists.	Use an advanced range of drawing techniques (including line, tone and form) and use a variety of medias to produce outcomes in response to self-discovered and researched artists.	Use an advanced range of painting techniques using acrylic, watercolour, gouache, oil paints and inks. These techniques reflect self-discovered and researched artists.	Create prints using various techniques, such as lino, intaglio, silk screen, dry point etching and image transfer using resin. Create large scale outcomes in response to various artists. Create advanced mixed media final pieces using watercolour, acrylics, ink, oil pastels, calico, clay, plaster, film, animation, installation, photography and/or performance.

Implementation – Content



Article 13: *Your right to have information.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Nursery	How do I paint my portrait?	What does your model look like?	What makes a fantastic art exhibition?			
Reception	How are portraits created?	How do you create an emergency vehicle?	How did Van Gogh create his masterpiece?	What materials and techniques can be used to create an ocean?	How can I improve my minibeast model?	
Year 1	How do I add detail to my picture?		How do artists create a masterpiece?		What techniques do artists use to paint pictures?	
Year 2		How are Greek masks created using clay?		How are different tones created?	How are shadows created in Art?	
Year 3	How do artists use gradients?		How is typography used in Art?			What materials can be used to create a Brazilian landscape?
Year 4	How do you create a volcano using recycled materials?		What are the similarities and differences between David Hockney and Eileen Agar?			How are animals represented through Art from other cultures?
Year 5			How do different resources depict Art?			How creative were the Greeks?
Year 6	How has street art influenced culture?		How can clay be used to create the fourth plinth?	What techniques can be used to create a realistic work of art?		
Year 7	What is tonal range?	How are various effects created using watercolour techniques?	How does the gridding method increase accuracy?	What are the characteristics of Andy Warhol's prints which can be applied to self-portraits?	How does a 2D drawing become a 3D sculpture?	How do we transfer an image to create a slip-cast tile?
Year 8	How has Britain changed and developed?	How can we create a tudor-style influenced piece of ceramics?	How did the Ancient Egyptians represent hybrids in their art and religious stories?	Why do we need to consider what we cut away from our lino sheet before printing?	Who are the Ndebele?	What does the term 'relief' mean and how can we incorporate it into our Ndebele-inspired shields?
Year 9	How can I apply my learning of Giacometti into a sketchbook outcome?	How does creating a Giacometti-style sculpture help me understand the artist?	How does nature influence art?	How important was colour in Gaudi's work?	How will editing my photographs enhance my resin transfer?	How do I create a mixed-media art piece?
Year 10	What is a successful GCSE Art project?	How can artist research lead to a personalised final piece?	Why is it important to produce work from primary sources?	How do I build a portfolio all about myself?	How can media experimentation enhance my knowledge of another artists' work?	What components make up a ceramic outcome?
Year 11	Why is returning to the basics, such as learning colour mixing skin colours, so important?	What photographic techniques can I use to capture my identity?	What preparation do I need to undertake before beginning my exam paper?	How do I choose a title?	What components make up a successful exam title response?	How can I best prepare for my 10-hour exam?
Sixth Form	Why is it important to produce work from primary sources?	How can artist research lead to a personalised final piece?	What preparation do I need to undertake before beginning my exam paper?	How do I choose a title?	What components make up a successful exam title response?	How can I best prepare for my 15-hour exam?

Implementation – GCSE Art (AQA)

Component title	Content Overview
<p>Portfolio</p> <p>60%</p> <p>A portfolio of learning is completed throughout years 10 and 11.</p>	<p><u>Project One : The London Skyline</u></p> <p>Focusing on Artists such as J.W.Turner and John Virtue you will take pictures of the London Skyline and then develop different ways to recreate this images through experimentation. This will include; mono printing, painting, charcoal, photography manipulation and multi-media work.</p> <p><u>Project Two : Identity</u></p> <p>Focusing on artists such as Grayson Perry and the street artist Dain, you will create responses to these artists and then use them to influence further experimentation and outcomes.</p> <p><u>Project Three: Exam practice</u></p> <p>You will choose a theme from the previous year's GCSE. You will compile a response to that theme which includes investigation of the Artists, experimentation and producing your own responses.</p>
<p>Examination</p> <p>40%</p> <p>Ten hour practical examination spread over two days</p>	<p>You will select a theme from an externally set list. This will involve thoroughly investigating a group of artists and producing your own response to the theme.</p>

Implementation – A-Level Art (Pearson)

Component Title	Content Overview
<p><u>Module One: 50% of overall grade</u></p> <p>A portfolio of learning will be completed during Years 12 and 13. You will work with a variety of medias and experiment with materials that are both familiar and new.</p>	<p><u>Project One: Portraiture</u></p> <p>You will start with a visit to London’s National Portrait Gallery. You will then study artists from the BP Portrait Awards and artists including Ben Quilty, Gillian Wearing and Shirin Neshat.</p> <p><u>Project Two: Negative Space</u></p> <p>You will explore the theme of ‘interiors’ and study the artists Matteo Massagrande and Vilhelm Hammershøi. These have produced art works showing how light can impact interior architecture. You will explore the variety of different interiors such as places of worship, museums and historical and modern buildings.</p> <p><u>Project Three: Mock Exam paper</u></p> <p>You will be presented with the exam paper from the previous year and you will produce your own unique project in response to this paper.</p>
<p><u>Module Two: 50% of overall grade: Externally set paper</u></p>	<p>You will be introduced to the externally set paper in the January of Year 13. You will pick an individual projects brief from the options provided. You will begin with an investigation into the group of artists and you will then produce a portfolio in response to this brief. You will work towards a fifteen hour exam that will take place during the spring term. During this exam you will produce a final piece which reflects the portfolio you have been developing.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practice supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers track and record pupil understanding of skills and content and future learning is planned accordingly.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10, Year 11, and Sixth Form pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Art department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.