

Newchurch Community Primary



Arts Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

John Duckett
Sara Lawrenson

Linked Policies

All curricular policies
SEN Policy
Able Pupils Policy
Inclusion Policy
P.E. Policy

Next Review: May 2019

Arts Policy

Rationale

At Newchurch Community Primary School we are committed to developing a passion for the arts built on core skills, awareness of artistic professions and practical engagement. Through the visual arts, dance, drama, music and creative writing, we endeavour to provide our children with a rich curriculum which allows them to shine creatively.

Creative Learning Environment

We believe that our school environment makes a big difference to pupil learning and wellbeing. We respond to ideas from pupils, parents, staff and visitors. We are always striving to improve our internal and external facilities to create the best possible environment for all our stakeholders.

Aims

We aim to provide all pupils with:

- A broad and balanced range of arts activities.
- The opportunity to develop creativity.
- Increased enjoyment of the arts.
- Opportunity to work with experts - outside agencies/staff/other pupils/parents/Governors etc.
- The desire to continue an interest in the arts and develop their visual awareness and appreciation.
- The opportunity to progress their skills in all areas of the Arts
- Exposure to the technical vocabulary for the arts.
- Exposure to the work of professionals in a range of disciplines.
- Varied experiences from different cultures and traditions through the arts.
- Opportunity to achieve higher attainment in other curriculum areas through the arts, including ICT, the Humanities, Literacy and Numeracy.
- Opportunity to raise and develop their self-esteem through class activities, performances, exhibitions and individual work.
- An understanding of career and leisure opportunities.
- An understanding, knowledge and concern for heritage and the environment.
- An atmosphere which allows people to try without fear of failing.

Planning the Arts

The arts will be planned to adhere to the guidance set out by the National Curriculum. Children will be assessed against these standards along with additional internal structures linked to specific disciplines and skills.

Music

Separate curriculum which will be taught on a weekly basis. Music will involve working with visiting professionals in Key Stage Two.

Drama

Taught through the English curriculum. This will be linked to texts and ongoing learning. The children will be given the opportunity to perform at key points throughout the year.

Dance

Taught through the PE curriculum as a core discipline. This will be one half term and include a series of sessions. The children will have the opportunity to use dance through performance.

Creative writing

Taught through the English curriculum. This will focus on the children's exposure to relevant and stimulating texts, their use of grammar and spelling features along with the ability to work with professionals and writing for a purpose.

Visual arts

The visual arts will be taught for one week each half term. This will be in the final week and will focus on the six core disciplines (drawing, painting, textiles, printing, collage/mixed media and sculpture/3D). The work in each class will be based on that of a professional artist and will encourage the independent use of sketchbooks along with studies of the skills and techniques used.

Along with the regular classroom practice, all classes will visit an art gallery or exhibition space related to their studies throughout the year.

Facilities and Resources

The resourcing of each arts area will be the responsibility of the subject leader along with senior leaders. Bids may be made to the governing body where a specific need is addressed or where the cost exceeds curriculum budgets. The PE budget will be deemed separate under current practice and will be set by the head and subject lead.

Assessment, Recording and Reporting

Learning outcomes are structured and matched appropriately for each lesson. Assessment would be measured against the criteria set for the learning outcome which is made clear to the pupils. Assessment can then take various forms:

- Comparison with pupil's previous work
- Discrete comparison with peers
- Comparison with the work of professionals
- Pupil's ability to select appropriate materials
- Pupil's organisational and collaborative skills
- Pupil's ability to respond to the visual curriculum
- Judgement of pupil's developmental skills

Recording the arts curriculum is through photographic evidence which is monitored by the curriculum co-ordinators on a termly basis, through progress interviews with pupils and through reports to Governors.

Sketchbooks

The use of sketchbooks is of increasing importance and the children in all classes are given the opportunity to use them as an independent resource. They will be used to record initial ideas, collect stimuli, make draft pieces, annotate ideas and create final pieces (where appropriate)

Equal Opportunities

We aim to make access to all the arts subjects equal for all our pupils including our SEN pupils and our gifted and talented pupils. This is reflected fundamentally in all teachers' planning. Please refer to our Equal Opportunities

Policy.

Computing

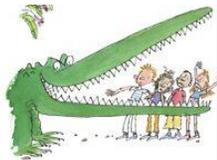
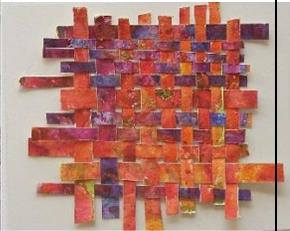
The use of computing in the arts will be noticeable as the children progress through their skills. They will be able to use drawing packages and painting tools initially, once they have mastered physical approaches. The use of photography as a means of making a finished piece, the composing and recording of sounds in music and working with recordings in drama and PE will all be evident.

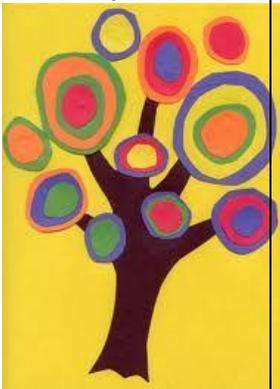
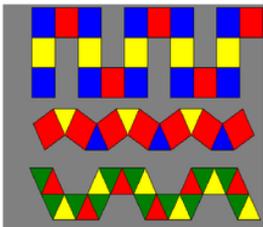
Extra Curricular Arts Activities

The children will be offered extra-curricular activities linked to the arts and will also experience working on projects beyond the classroom. Examples of this would include the Warrington Primary Arts Network exhibition and performance evening, the Young Voices project and the Feast of Choirs events.

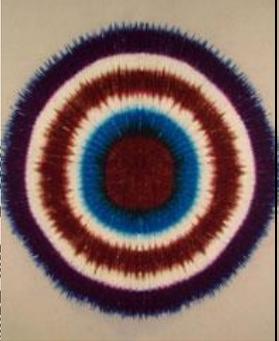
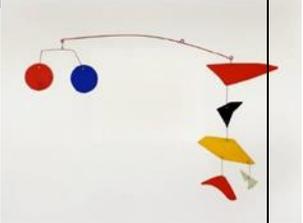
Breakdown of the visual arts

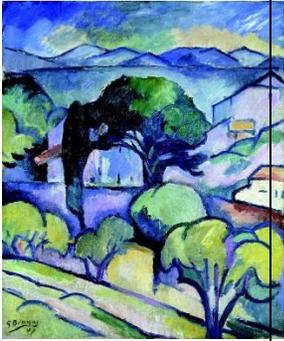
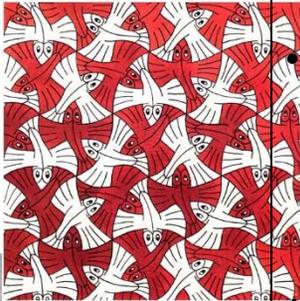
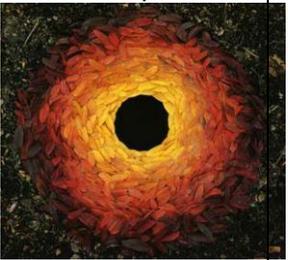
Below is the current structure for the teaching of the visual arts at Newchurch. Each class has a given artist of study for each discipline and the targets linked to each area.

Year Group	Drawing	Painting	Printing	Textiles	Collage/Mixed Media	Sculpture/3D
EYFS	<ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people <p>Artist Link – Quentin Blake</p> 	<ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming colours • Mixing colours (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper <p>Artist Link – Albert Irvin</p> 	<ul style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours <p>Artist Link – Frottage (Art form)</p> 	<ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple weaving <p>Artist Link – Ulrike Martin</p> 	<ul style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry <p>Artist Link – Basic symmetry</p> 	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model <p>Artist Link – Building blocks</p> 

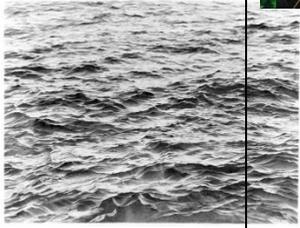
<p>One</p>	<ul style="list-style-type: none"> • Extend the variety of drawings tools • Explore different textures • Observe and draw landscapes • Observe patterns • observe anatomy (faces, limbs) <p>Artist Link - Paul Klee</p> 	<ul style="list-style-type: none"> • Name all the colours mixing of colours • Find collections of colour • Applying colour with a range of tools <p>Artist Link – Wassily Kandinsky</p> 	<ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing <p>Artist Link – Henri Matisse</p> 	<ul style="list-style-type: none"> • Weaving. • Sort according to specific qualities. • How textiles create things. <p>Artist Link – Complex weaving</p> 	<ul style="list-style-type: none"> • Awareness and discussion of patterns • Repeating patterns • Symmetry <p>Artist Link – Pattern making</p> 	<ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using a modelling media. • Make simple joins <p>Artist Link – Manipulating materials</p> 
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<p>Two</p>	<ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records <p>Artist Link – Patrick Caulfield</p> 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black using colour on a large scale <p>Artist Link – L.S. Lowry</p> 	<ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes <p>Artist Link – Charles Rennie Mackintosh</p> 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles –running stitches • Simple appliqué work • Start to explore other simple stitches collage <p>Artist Link – Gustav Klimt</p> 	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular <p>Artist Link – Guillermo Kuitca</p> 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form • Investigate the work of other sculptors <p>Artist Link –</p> 
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<p>Three</p>	<ul style="list-style-type: none"> • Experiment with the potential of various pencils Make close observation • Draw both the positive and negative shapes • Initial sketches as a preparation for painting accurate drawings of people – particularly faces <p>Artist Link – Tang Yau Hoong</p> 	<ul style="list-style-type: none"> • Colour mixing • Make colour wheels • Introduce different types of brushes • techniques- apply colour using dotting, scratching, splashing <p>Artist Link – Georges Seurat</p> 	<ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/patterns • Monoprinting • Colour mixing through overlapping colour prints <p>Artist Link – Friedensreich Hundertwasser</p> 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads • Weaving • Tie dying, batik <p>Artist Link – Michael Phelan</p> 	<ul style="list-style-type: none"> • Pattern in the environment design • Using ICT • Make patterns on a range of surfaces • Symmetry <p>Artist Link – Ted Harrison</p> 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • Understanding of different adhesives and methods of construction • Aesthetics <p>Artist Link - Alexander Calder</p> 
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<p>Four</p>	<ul style="list-style-type: none"> Identify and draw the effect of light scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings. <p>Artist Link – Jim Lee (Link to Ancient Greek figurative drawing)</p> 	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood <p>Artist Link – Georges Braque</p> 	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print <p>Artist Link – Dan Mather</p> 	<ul style="list-style-type: none"> Use a wider variety of stitches. Observation and design of textural art. Experimenting with creating mood, feeling, movement Compare different fabrics <p>Artist Link – Rosie James</p> 	<ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation <p>Artist Link - M.C. Escher</p> 	<ul style="list-style-type: none"> Plan and develop. Experience surface patterns/textures. Discuss own work and work of other sculptors. Analyse and interpret natural and manmade forms of construction. <p>Artist Link – Andy Goldsworthy</p> 
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<p>Five</p>	<ul style="list-style-type: none"> • Develop direction of light and effect on objects. • Draw and adapt images of people with accurate proportions. • Begin to consider how texture can be interpreted. <p>Artist Link - Roy Lichtenstein</p> 	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood. • Explore the use of texture in colour. • Colour for purposes. <p>Artist Link – J.M.W. Turner</p> 	<ul style="list-style-type: none"> • Combining prints design prints. • Make connections. • Discuss and evaluate own work and that of others. <p>Artist Link –Andy Warhol</p> 	<ul style="list-style-type: none"> • Use stories, music, poems as stimuli • Select and use materials • Embellish work • Fabric making • Artists using textiles <p>Artist Link – Linda Calverley</p> 	<ul style="list-style-type: none"> • Create repeating patterns which express a mood or feeling. • Use a variety of materials to add depth to images. • Consider how colour can be used to add depth. <p>Artist Link – Alma Woodsey Thomas</p> 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors <p>Artist Link – Claes Oldenburg</p> 
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<p>Six</p>	<ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective <p>Artist Link – Vija Celmins</p> 	<ul style="list-style-type: none"> • Hue, tint, tone, shades and mood. • Explore the use of texture in colour. • Colour for purposes. • Colour to express feelings. <p>Artist Link - Fischli and Weiss</p> 	<ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists <p>Artist Link – Bridget Riley</p> 	<ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale <p>Artist Link – Jan Beaney</p> 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression. • Create pattern for purposes. <p>Artist Link - Beatriz Milhazes</p> 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors <p>Artist Link – Barbara Hepworth</p> 
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