



GREAT ECCLESTON COPP CHURCH OF  
ENGLAND PRIMARY SCHOOL



# ART POLICY



*“Let us love, not in word, but in truth and action.” (1 John 3:18)*

SEPTEMBER 2023

Approved by GB:  
Next review due: September 2024

**In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

## Introduction

The teaching of art follows the guidance set outlined in the National Curriculum: "Art, craft and design embody some of the highest forms of human creativity. High quality art education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art reflects and shapes our history, contribute to the culture, creativity and wealth of our nation." National Curriculum (2013)

At Great Eccleston Copp we aim to fulfil the requirements of the National Curriculum, provide a varied and balanced curriculum, cultivate enjoyment and appreciation for art, ensure progression of skills and knowledge, develop a knowledge about a range of artists, craftspeople and designers, give learners the opportunities to create pieces from imagination and first hand experiences, develop pupils use of tools and materials, begin to develop an awareness of tactile and visual elements of art. Our school strongly believes that art is a crucial aspect of a well-rounded education and should be accessible to all pupils. Our intent is to inspire and challenge all pupils, equipping them with the knowledge and skills to experiment, investigate, invent, create and think critically about their own art and that of others.

*"Every child is an artist; the problem is staying an artist when you grow up." Pablo Picasso*

At Great Eccleston Copp we want to:

- engage, inspire and challenge pupils to develop their creativity
- foster an understanding and enjoyment of art, craft and design and to develop confidence and a sense of achievement through the acquisition of skills and through the creative process;
- learn about art and appreciate the work of other artists and craftspeople from different times and cultures;
- learn through art, extending and enriching other curriculum areas;
- develop an ability to observe, investigate, respond to and record the world around them through a variety of forms and media;
- encourage pupils to make more informed and creative choices of media, tools and techniques for a purpose;
- develop pupils' vocabulary and the ability to express their ideas and feelings in order to evaluate their own work and that of others.
- To enable pupils to work from direct observation, imagination and memory using a wide range of materials and techniques developing their skills and control.

## Scheme

The overview of the art curriculum is planned by the art subject leader in collaboration with the class teachers. The National Curriculum programmes of study are adhered to and a broad and balanced curriculum is ensured through the design of units which incorporate a range of skills and knowledge. A progressive programme is planned so that no subject matter is repeated, but skills are revisited throughout each key stage. A new scheme is in place based on The Suffolk Art scheme which has been adapted to meet the needs of our school and will be under review in 2023-2024. Each class will teach 3 units throughout the year with an expectation that opportunities will be taken to practice skills across the wider curriculum.

## Overview

### Artists

### Art and craft from other times and cultures

### Texts

	3D	Collage	Drawing	Painting	Printing	Textiles
<b>EYFS</b>	A range of art materials available in continuous provision and teacher led activities linked to topic/stories.					
<b>Year 1</b>		<a href="#">Andy Goldworthy</a> <a href="#">Richard Long</a> <a href="#">Patrick Heron</a> Tear, overlap stick Hot and cold colour. Contrasting materials.	Investigate different mark makers. Create different surfaces (natural materials). <a href="#">3 little pigs Story</a>			Weaving and embellish. Fabric resist. Wrapping and knotting. Pegging.
<b>Year 2</b>	<a href="#">Aboriginal art</a> Clay- Tools and coils decoration. <a href="#">Matilda the Hen and Space Eggs story</a>			<a href="#">Wassily Kandinsky</a> <a href="#">Anthony Frost</a> Line, shape, colour and space. <a href="#">Wilberforce the Frog</a> <a href="#">The Quangle Wangle's Hat</a>	Positive and negative stencils. Layering, overlapping, Clay slab relief. Overprinting colour. Found materials.	
<b>Year 3</b>		<a href="#">Paul Klee</a> <a href="#">Victor Vasarely</a> <a href="#">Henri Matisse</a> Cutting and sticking. Positive and Negative. Group collaboration.	<a href="#">Vincent Van Gogh</a> Pencils Tone Pattern, line, shape. <a href="#">The Hippocrump or Beowolf</a>			<a href="#">Patterning from different cultures</a> Dip dye. Collograph. Plasticine relief Block stamps.
<b>Year 4</b>	<a href="#">Times, styles and cultures</a>			<a href="#">Georgia O'Keefe</a>	<a href="#">African Printmaking –</a>	

	Cast form Shoe design Fabric forming – Glue and fabric over a mould		J.M.W. Turner – Different surfaces Application of colour Wet on Wet technique	Monoprints, press print relief, collograph
<b>Year 5</b>	Dale Devereux-Barker Use a viewfinder Visual and tactile qualities Use of symbols	Frank Auerbach – Enlarge, layering Different mark makers. Working in the negative- Graphite and rubbers		Jean Davywinter Make a hanging. Reform fabric by construction and destruction, panels. Batik
<b>Year 6</b>	Henry Moore Craftspeople and designers working in different times and cultures. Clay figures and pendants. Masks from brown tape.		Patrick Heron Line shape colour and texture. Patrick Caulfield Contour and flat. Cubist Style	Natural form. Unique state prints using press-print reduction blocks and coloured tissue. Chinwe Chukwouf Roy Batik, wax

## Concepts and Skills

EYFS

**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.**

To develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

To work together to develop and realise creative ideas.

To construct with a range of materials.

To think about and discuss what they want to make.

To discuss problems and how they might be solved as they arise.

To reflect on how they have achieved their aims.

To know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

To use a range of materials and tools with care and precision.

To notice features in the natural world.

To define colours, shapes, texture and smells in their own words.

To discuss responses to what they see.

To generate inspiration and conversation about art and artists.

**Year 1**

<b>Collage</b>	<b>Drawing</b>	<b>Textiles</b>
<p>To respond to the work of Andy Goldsworthy.</p> <p>To tear, overlap and stick materials.</p> <p>To respond to the work of Richard Long.</p> <p>To identify what they might change in their current work.</p> <p>To respond to the work of the artist Patrick Heron.</p> <p>To identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron.</p> <p>To record from the imagination and explore ideas.</p> <p>To represent ideas and feelings.</p> <p>To select and sort contrasting materials.</p> <p>To discuss and develop work as it progresses.</p> <p>To use ICT to develop ideas.</p>	<p>To investigate the possibilities of a range of different mark makers (pencils and pastels).</p> <p>To use appropriate vocabulary when describing marks</p> <p>To make own tools for mark making using different found materials.</p> <p>To create and use a different surface for mark making.</p> <p>To talk about own work and that of others.</p> <p>To select from own work.</p> <p>To look closely at natural objects, talk about different aspects and make a controlled drawing.</p> <p>To use imagination to draw a character from a story, using media already encountered.</p> <p>To represent texture by using different marks.</p> <p>To work collaboratively on a group</p>	<p>To investigate weaving materials and processes.</p> <p>To investigate materials and processes to embellish strips of fabric and use these to produce a weaving.</p> <p>To ask and answer questions about starting points for work and develop ideas.</p> <p>To review what they and others have done and identify what they might develop in future work.</p> <p>To try out tools and techniques in producing a fabric resist piece of work.</p> <p>To review work and discuss ideas.</p> <p>To investigate wrapping and knotting techniques and processes.</p> <p>To ask and answer questions about starting points for their work.</p> <p>To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture.</p>

**Year 2**

<b>3D</b>	<b>Painting</b>	<b>Printing</b>
<p>To investigate and respond to Aboriginal Art.</p> <p>To ask and answer questions about starting points for their work.</p> <p>To select and develop ideas into 3D work in response to Aboriginal Art.</p> <p>To review what they and others have done, say what they think and feel about it and identify what they may like to change.</p> <p>To use different tools for decorating surfaces.</p> <p>To roll clay to an even thickness.</p> <p>To make coils and apply these as surface decoration.</p> <p>To use a story as a starting point for 3D work.</p>	<p>To respond to the work of Wassily Kandinsky through use lines, shapes and colours.</p> <p>To use his work as a starting point for own shape images.</p> <p>To investigate and use the visual elements of line, colour and space in a painting.</p> <p>To investigate and make responses using the visual elements of shape and pattern.</p> <p>To construct a surface in the style of abstract artist Anthony Frost and discuss what they and others have done and say what they think and feel about it.</p> <p>To select and develop ideas from Anthony Frost images.</p> <p>To investigate visual elements of line and colour and space.</p>	<p>To tear, and print with positive and negative stencils.</p> <p>To investigate layering and overlapping colours when printing.</p> <p>To review what they and others have done and say what they think and feel about it.</p> <p>To make decisions about how their work may be developed.</p> <p>To develop the use of clay slab relief blocks using three colours overprinting process.</p> <p>To develop clay slab relief printing with tissue inlays to produce unique state prints.</p> <p>To discuss and identify what they might change in their current work and develop in future work.</p>

	<p>To roll clay to an even thickness.</p> <p>To make coils and apply these as surface decoration.</p> <p>To use a story as a starting point for 3D work.</p> <p>To change the form of clay by pulling, pinching and smoothing.</p> <p>To use imagination to produce 3D form.</p>	<p>To use a story as a starting point for imaginative work.</p> <p>To identify what they might change in their current work.</p>	<p>To develop the process of direct printing using found objects, selected colours and surfaces.</p> <p>To identify similarities and differences in the work of designers.</p> <p>To apply knowledge and understanding of materials and processes in developing responses.</p>
<b>Year 3</b>	<p><b>Collage</b></p> <p>To investigate and respond to the work of Paul Klee and his use of complementary colours.</p> <p>To identify what they might change in their work.</p> <p>To respond to the work of Victor Vasarely.</p> <p>To develop cutting and sticking skills.</p> <p>To adapt work according to views and describe how they will develop it further.</p> <p>To respond to the work of Henri Matisse.</p> <p>To investigate positive and negative images.</p> <p>To adapt their work according to their views.</p> <p>To collaborate on a group piece.</p>	<p><b>Drawing</b></p> <p>To investigate different marks that can be made using pencils.</p> <p>To compare, own work with marks made by Vincent Van Gogh in his work.</p> <p>To explore shading techniques and talk about and investigate light/medium/dark tone.</p> <p>To work from the imagination and explore ideas using a story as a starting point.</p> <p>To say what they think about their work and adapt it according to their views.</p> <p>To select and develop part of an image.</p> <p>To develop work using own images as a starting point with a focus on pattern, line and shape.</p> <p>To discuss work and identify areas for development.</p>	<p><b>Textiles</b></p> <p>To collect visual and other information using a sketchbook, and explore different types of patterning from different cultures.</p> <p>To compare ideas and approaches.</p> <p>To use knowledge of dip dye technique to produce backgrounds for printed work.</p> <p>To make collograph blocks to communicate their observations and ideas.</p> <p>To print collograph blocks onto fabric squares.</p> <p>To adapt their work and develop it further.</p> <p>To collect visual and other information to develop their ideas using sketchbooks and ICT.</p> <p>To make a plasticine relief block and explore printing onto different surfaces.</p>
<b>Year 4</b>	<p><b>3D</b></p> <p>To cast forms using brown, gummed tape.</p> <p>To investigate different designs of shoes and match these to purpose.</p> <p>To collect information to help with ideas.</p> <p>To compare ideas and say what they think and feel about work and refine designs.</p> <p>To select and use appropriate materials and processes.</p> <p>To discuss and adapt work according to views.</p>	<p><b>Painting</b></p> <p>To select, construct and work on a multi-shaped and textured surface.</p> <p>To mix colours and select appropriate brushes for specific purposes.</p> <p>To experiment with the application of colours.</p> <p>To make practical responses to the work of Georgia O’Keefe.</p> <p>To compare ideas and approaches.</p> <p>To adapt and develop sketchbook work.</p>	<p><b>Printing</b></p> <p>To investigate African printmaking.</p> <p>To explore and develop designs using sketchbooks.</p> <p>To transpose designs into mono-prints.</p> <p>To identify what they might change in mono-prints or develop in their future work.</p> <p>To transpose design onto press-print relief blocks.</p> <p>To make collograph blocks using African prints as a starting point for designs.</p>

	<p>To experiment with clay coils to make a 3D form.</p> <p>To reference work from other times, styles and cultures.</p> <p>To collaborate with others on 3D projects.</p> <p>To use glue and fabric over a mould to produce 3D artefacts.</p>	<p>To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.</p> <p>To review, evaluate and develop ideas. 3a, 3b</p>	<p>To investigate printing collograph blocks onto different surfaces.</p> <p>To investigate different mono-printing techniques.</p> <p>To produce and print onto a range of surfaces.</p>
<b>Year 5</b>	<p style="text-align: center;"><b>Collage</b></p> <p>To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.</p> <p>To use a viewfinder to select and record from first-hand observation.</p> <p>To apply their experience of materials and processes, developing their control of tools and techniques.</p> <p>To investigate and combine visual and tactile qualities of materials and processes to make collages.</p> <p>To adapt their work according to their views and describe how they might develop it further.</p> <p>To respond to the work of Dale Devereux-Barker and investigate the use of symbols in his work.</p> <p>To apply experience of materials and processes developing their control of tools and techniques.</p> <p>To adapt work according to views.</p>	<p style="text-align: center;"><b>Drawing</b></p> <p>To investigate and collect visual information from Hundertwasser images to develop ideas.</p> <p>To enlarge and develop own work using layering methods to communicate ideas and make images.</p> <p>To use a natural form as a starting point for imaginative drawings.</p> <p>To select and enlarge drawings and use a variety of mark makers to develop work.</p> <p>To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer.</p> <p>To use positive and negative drawing techniques in response to the work of Frank Auerbach.</p>	<p style="text-align: center;"><b>Textiles</b></p> <p>To investigate and reform visual and tactile qualities using construction and destruction processes.</p> <p>To use a variety of methods and approaches to make a hanging.</p> <p>To compare ideas in their own and others' work.</p> <p>To apply their experience of materials and processes to form fabric relief panels.</p> <p>To apply their experience of the batik process and develop their control of tools and techniques.</p> <p>To make responses to the work of textile artist Jean Davywinter.</p> <p>To compare ideas and approaches.</p> <p>To adapt their work according to their views.</p>
<b>Year 6</b>	<p style="text-align: center;"><b>3D</b></p> <p>To respond to the reclining figure work of Henry Moore.</p> <p>To observe the figure from a range of viewpoints.</p> <p>To respond to the mother and child work of Henry Moore.</p> <p>To adapt and improve their work as it progresses.</p> <p>To compare and comment on their own and others' work.</p> <p>To research the work of craftspeople and designers</p>	<p style="text-align: center;"><b>Painting</b></p> <p>To explore ideas in response to the work of Patrick Heron.</p> <p>To develop ideas in sketchbooks.</p> <p>To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron.</p> <p>To focus on line and contour in recording from direct observation.</p>	<p style="text-align: center;"><b>Printing</b></p> <p>To select and develop ideas, from direct observation.</p> <p>To use natural form as a starting point.</p> <p>To develop unique state prints using press-print reduction blocks and coloured tissue.</p> <p>To develop unique state prints using press-print reduction blocks and coloured tissue.</p> <p>To compare ideas and adapt their work according to their views.</p>

<p>working in different times and cultures.</p> <p>To use ideas as a starting point for making a series of clay pendants.</p> <p>To review and modify work and make changes as work progresses.</p> <p>To apply knowledge and understanding of previously learned techniques.</p> <p>To explore a range of starting points for practical work.</p> <p>To adapt their work according to their views.</p>	<p>To respond to Patrick Caulfield's use of contour and flat colour.</p> <p>To work collaboratively on a large scale to produce a group piece.</p> <p>To develop understanding of the work of the Cubists and develop their own work in the Cubist style.</p> <p>To adapt and modify work as it progresses.</p>	<p>To adapt work according to views and describe how they might develop further.</p> <p>To reflect on and record the development of ideas.</p> <p>To investigate the batik process.</p> <p>To use the batik process and to produce an image in the style of artist Chinwe Chukwuogo - Roy</p>
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### Assessment

Skills and knowledge are assessed throughout each unit. This is done through observation, discussion with pupils, work scrutiny and an assessed task. Children are regularly encouraged to self and peer assess.

### Roles and Responsibilities

The subject leader will actively support by encouraging staff, praising good practice and supporting staff development and in-service training. The subject leader plans and ensures delivery of the overview of the subject. The class teacher will be responsible for the teaching of art as set out in this policy. In instances where art is taught during PPA time, the class teacher will liaise with the PPA provider to ensure that art is taught effectively