

PHOENIX PRIMARY SCHOOL

ART AND DESIGN POLICY 2024/25

1.1 DEFINITION

"Art, craft and design embody some of the highest forms of human creativity. A high quality art and design 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 and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." National Curriculum 2014.

1.2 AIMS

The core curriculum for art and design aims to ensure that all pupils:

- ✓ Produce creative work, explore their ideas and record their experiences Become proficient in drawing, painting sculpture and other art, craft and design techniques.
- ✓ Evaluate and analyse creative works using the language of art, craft and design.
- ✓ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.

1.3 NATIONAL CURRICULUM

National Curriculum subject content;

Key Stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experience and imagination.
- To develop a wide a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Key Stage 2 Pupils should be taught:

- To develop their techniques, including their control and use of materials with creativity, experimentation and an increased awareness of different kinds of art, craft and design
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

1.4 INTENT

At Phoenix Primary School our Art curriculum is derived from an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values. They are used to ensure we give our pupils

September 2024

appropriate and ambitious curriculum opportunities. Our Art & Design activities enrich children's learning and enable them to communicate their thoughts, ideas and observations in a practical and expressive way. Through talking about their own creations and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. We aim to allow experiences of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them. The same concepts are explored in a wide breadth of topics. Through this 'forwards and backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

1.5 IMPLEMENTATION - CUSP

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

1.6 PLANNING

There is a programme of study for art and design in place from Year 1 to Year 6 that is taught through our creative curriculum. Each thematic topic has an art link which is then explored by each class.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

The CUSP Art Curriculum package includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. The teacher videos complement the content in each block and provide clear instruction about art techniques and methods. The exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each block. The components of the suite should be viewed together for maximum impact.

Teachers from the Foundation Stage to Year 6 will ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year.

1.7 RECORD KEEPING, ASSESSMENT AND REPORTING

As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out, and levels of achievement of the work. Photographs are a useful tool to keep, as a reminder of pupil's achievement. These are uploaded onto SeeSaw.

Formative assessment is used to guide the process of individual pupils in Art and Design. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. Teachers work closely with each other to moderate children's art work and children's knowledge skills.

CUSP recommends that the assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
 - use artistic language effectively;
 - explain artistic techniques and processes;
 - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

Children's progress in Art and Design is reported to parents through the pupil annual report and consultation meetings throughout the year.

1.8 REASONABLE ADJUSTMENTS FOR PUPILS WITH SEND:

As part of the planning and preparation for the delivery of each block from CUSP, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

1.9 SPEAKING AND LISTENING

Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

1.10 MONITORING

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SLT.

1.11 INCLUSION

At Phoenix Primary we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

1.12 MISSION STATEMENT

'Where We Rise To The Challenge'

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to thrive. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

1.13 EQUAL OPPORTUNITY FOR SPECIFIC GROUPS INCLUDING EAL CHILDREN

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

1.14 HEALTH AND SAFETY

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

1.15 PARENTAL INVOLVEMENT

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.

1.16 WELLBEING

Mental health and wellbeing is at the forefront of everything we do, from children to all staff across the school. We have an open door policy within our environment and we offer all the opportunity to express themselves appropriately and ensure that matters of concern are dealt with correctly and supportively.

Approved by Governors:

Name: _____ Signed: _____
















Date: _____

To be reviewed: September 2025













September 2024

2 APPENDIX ONE – CORE CONTENT EXPECTATIONS (CUSP)













Block A and Block B (Autumn Term)

	Block A	Block B
Year 1	<p>Drawing</p> <p>Explore materials and tools for mark making</p> <p>Know marks can be made using a variety of drawing tools</p> <p>Be able to select appropriate tools to make a range of marks</p> 	<p>Painting</p> <p>Explore mark making with paint, using primary colours</p> <p>Know that paint can be used to create marks and know the names of the primary colours</p> <p>Be able to make thick and thin marks and identify shades of primary colours</p> 
Year 2	<p>Drawing</p> <p>Evoke mood and represent movement through mark making</p> <p>Know that the surface drawn on will create different effects</p> <p>Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p> 	<p>Painting</p> <p>Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p> <p>Know that colour and line can be used to show mood, movement and feelings</p> <p>Be able to select colours and painting tools and make painted marks to express feelings</p> 
Year 3	<p>Drawing and Painting</p> <p>Combine drawing and resist to explore colour, line and shape</p> <p>Create tints and learn painting techniques of tonking and sgraffito</p> <p>Know that there are lines and patterns in natural objects and that a range of effects can be made with paint</p> <p>Be able to identify lines and patterns in nature and use</p>  	<p>Printmaking</p> <p>Create monoprints and explore mark making and pattern with printing tools</p> <p>Know how to use a printing slab and roller</p> <p>Know how to create different printing blocks</p> 
Year 4	<p>Drawing</p> <p>Create contour drawings using still life and natural forms as stimulus</p> <p>Know what is meant by still life</p> <p>Know how to identify details</p> <p>Know how to use a viewfinder to create a focal point or an area of interest</p> <p>Be able to assemble objects to create an interesting composition</p> <p>Be able to use a viewfinder and use fine control to add detail</p> 	<p>Painting</p> <p>Learn about abstract art and develop colour mixing skills to include tertiary colours</p> <p>Know similarities and differences between the work of two artists</p> <p>Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p>Be able to make comparisons and form opinions</p> <p>Be able to create an abstract painting of a natural object</p> 
Year 5	<p>Drawing and Painting</p> <p>Learn about and use the technique of subtractive drawing</p> <p>Use organic lines to create landscapes</p> <p>Know what is meant by 'subtractive drawing' and 'abstract'</p> <p>Know that lines can be used to suggest harmony</p> <p>Be able to combine drawing techniques to achieve desired effects</p> <p>Be able to transfer and enlarge an image and work in the style of an artist</p>  	<p>Printmaking</p> <p>Create three colour prints and combine printing techniques</p> <p>Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last</p> <p>Be able to create reduction prints and explain and record the process</p> 
Year 6	<p>Drawing</p> <p>Combine techniques to create abstract images</p> <p>Learn about surrealism and portraiture</p> <p>Know about the different elements of art and design</p> <p>Be able to work artistically using: shape, line, form, texture, colour, value and space</p> 	<p>Painting and Collage</p> <p>Create still life compositions by combining different media and in response to cubist work</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p> <p>Know that observation of still life can be responded to through a combination of different media and styles</p> <p>Be able to create a still life using a variety of colours, textures and materials, including paint</p>  

Block C and Block D (Spring Term)

	Block C	Block D
Year 1	<p>Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks</p> <p>Know prints can be made from ordinary objects Know how to make and use a stencil and relief block Be able to apply paint using controlled brushstrokes and stippling Be able to combine printing techniques such as stencilling and relief printing</p> 	<p>Textiles Explore weaving with natural and man-made materials</p> <p>Work with wax and oil crayon resist on fabric Know mixed-media, including fabrics, yarn and beads, can be used to create artwork Be able to combine a range of materials to produce textile art</p> 
Year 2	<p>Printmaking Create repeated patterns with positive and negative space</p> <p>Print using natural objects as a stimulus Know prints can be made from natural objects Know how to make a collagraph printing block Be able to create repeated patterns Be able to combine printing techniques</p> 	<p>Textiles & Collage Explore dip dye technique</p> <p>Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media Know reconstructed paintings are made using images (and materials) that were originally part of something else Be able to select appropriate pre-used images, colours and textures to create a new picture</p> 
Year 3	<p>Textiles & Collage Explore pattern and colour combinations</p> <p>Use collagraph and Plasticine™ blocks and tie dye Explore positive and negative space</p> <p>Explore line and shape and create paper collage Know a mandala means circle in Sanskrit Know mandalas are designs used in Hinduism and Buddhism Know quilting is a way of conveying a message Be able to create collaged patterns within concentric circles Be able to tell a story using textiles and collage</p> 	<p>3D Create relief sculptures</p> <p>Use wire to make 3D insects Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface Know sculptures can be any size and created with a wide range of materials Know when displayed, sculptures are called an installation Be able to produce relief work, placing objects into gesso Be able to make an insect installation using wire to create structure and form</p> 
Year 4	<p>Printmaking and Textiles Create monoprint and press prints on fabric and make collages</p> <p>Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques</p> <p>Know Kente cloth is a woven fabric from West Africa Know tie dye is a method used to create designs and colour Know textile artists use a range of materials to create textured designs and images Be able to create printing to represent Kente designs Be able to use tie dye to create colour designs Be able to combine media to create texture</p> 	<p>3D and Collage Create wire structures, focusing on line and form</p> <p>Combine 3D materials Combine a range of techniques such as overlapping and layering</p> <p>Know an illusion can suggest movement Know proportion will make a figure seem realistic Be able to assemble pieces of paper to create the illusion of movement Be able to create figures that are in proportion and out of proportion</p> 
Year 5	<p>Textiles & Collage Create wall hangings using layered collage and weaving techniques</p> <p>Use natural forms as a starting point for artwork Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Know textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects</p> 	<p>3D Create slab and coil pots and learn techniques to join and seal clay sections</p> <p>Create tissue paper bowls Know an armature can be used to create a piece of 3D art Know clay can be joined by a score and slip method Be able to use armatures to produce 3D forms Be able to join two or more pieces of clay</p> 
Year 6	<p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work</p> <p>Explore batik technique Draw and paint on fabric surfaces</p> <p>Know batik is a method of making marks on cloth using hot wax Know perspective is a technique that enables artists to create the illusion of depth to a painting or drawing Be able to apply wax to the surface of fabric and dye it to create coloured designs Be able to create a simple one-point perspective sketch</p> 	<p>3D Explore shape, form and colour and explore the effect of heat to create Chiluly-style 'glass'</p> <p>Explore combining techniques to create sculptures using mixed-media including recycled materials Know a 2D object can change its form and shape to become 3D Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important Be able to use different media to create shapes and forms Be able to match visual and tactile elements to their intentions to create visual balance</p> 

Block E and Block F (Summer Term)

	Block E	Block F
Year 1	<p>3D Use natural and man-made materials Create plaster casts from clay impressions Know sculptures can be made out of many different materials Know artists take inspiration from the work of others Be able to select materials based on their properties Be able to take inspiration from the work of an artist</p> 	<p>Collage Explore the visual and tactile qualities of objects Layer paper to build an image Know collage can be used as a background Know paper can be torn or cut for effect Be able to build up layers, using collage to create a background Be able to tear paper and use scissors to cut for precision</p> 
Year 2	<p>3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard Know sculptors make their ideas come to life by joining or molding materials together Know sculptors sometimes first make small-scale models of their work called maquettes Be able to join materials together to form a 3D work of art Be able to make a small rough draft of a sculpture to explore ideas</p> 	<p>Creative Response – Drawing and Collage Combine drawing and collage to add detail and interest Know there are a series of steps in the creative process Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and collage techniques</p> 
Year 3	<p>Painting Use a range of paint techniques to create backgrounds for effect Know backgrounds can be painted for effect Know negative space is the area behind and around the main focus of the painting Be able to use a range of techniques to create backgrounds for effect Be able to paint backgrounds that create a negative space</p> 	<p>Creative Response – Painting and Printmaking Combine painting and printmaking techniques Know there are a series of steps in the creative process Be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p> 
Year 4	<p>Painting Mix tints and tones to create an ombre effect with paint Know painted images can be layered to create space Know an ombre effect can be created with paint by changing the tint and tone Be able to position images on a plane to create space Be able to add grey to a colour to create a tonal change Be able to add white to a colour to create tints</p> 	<p>Creative Response – Drawing and Textiles Refine previously taught drawing and sewing techniques Know there are a series of steps in the creative process Know running stitches can be joined together to create a fern stitch Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and textile techniques</p> 
Year 5	<p>Painting Explore a range of effects which can be achieved using watercolour paint Know different effects can be achieved with watercolour paint Be able to select materials to create specific marks using watercolour paint</p> 	<p>Creative Response – Printmaking and Textiles Combine printmaking and textiles to embellish fabric Know there are a series of steps in the creative process Know mediums can be combined to create texture Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine printmaking and collage techniques</p> 
Year 6	<p>Painting Combine techniques to create the illusion of water and depth Know depth can be created by layering effects one on top of the other Be able to select and combine appropriate techniques to create the illusion of water and depth</p> 	<p>Creative Response – Drawing and Textiles Combine drawing and batik to add detail Know there are a series of steps in the creative process Know mediums can be combined to create texture and detail Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine drawing and textile techniques</p> 

Phoenix Primary



WHERE WE RISE TO THE CHALLENGE