



Art Policy

2024-25

Intent

At Manor Farm Academy, we believe that education in Art provides an essential foundation for creative development and an awareness of Cultural Capital. We will therefore provide a broad range of learning experiences in which the pupils are able to build skills systematically through our Art Framework, which reflects this. We will provide an environment in which pupils are able to develop and explore specific Art skills, artists and knowledge. They will regularly explore and experiment with materials throughout their time at Manor Farm Academy.

We strive to ensure that:

- ♣ Pupils feel secure, valued and confident to be challenged.
- ♣ Pupils find learning to be a pleasurable and rewarding experience whilst taking risks or trying something new.
- ♣ Pupils are interested, motivated and positive.
- ♣ Pupils develop curiosity in the world around them and further afield.
- ♣ Pupils are encouraged to persevere and to develop independence and resilience.
- ♣ Pupils show self-motivation towards their own learning.

We will deliver a curriculum that:

- Will be taught in a way that is at least as ambitious as the National Curriculum expectations.
- Will have drawing at the center of all learning.
- Promotes and develops children's diverse abilities and skills, understanding that outcomes will vary according to the pupil and that Art is a very personal response.
- Provides a stimulating and positive learning environment where children's Art work is celebrated.

Our pupils will learn best because they will experience Art through the processes of:

1. Drawing
- 2 . Painting
3. Printmaking
4. Collage
5. Textiles

6. Sculpture

- ♣ They are provided with first-hand learning experiences and appropriate adult intervention.
- ♣ They are encouraged to use exploration and Art talk as vehicles for learning.
- ♣ The work of "real" artists is used as a stimulus for pupil's own pieces.
- ♣ Pupils progress is tracked, assessed and recorded, then used to inform future learning opportunities.

The process of drawing will lead into each Art area of learning and provide a starting point for all other aspects of Art. Drawing will then lead naturally into other Art skills development. (See Appendix 1 and 2.)

Implementation

The subject Leader for Art will lead and monitor, evaluate, review and celebrate good practice. **Art will be taught once a week for 1 hour for alternate termlets in both KS1 and 2.**

Each unit of learning in Art will have:

- Drawing as its initial response, usually recorded in sketch books.
- Lessons which closely follow the flow diagrams of progress attached to this document.
- Opportunities for pupils to explore materials and their properties. This includes mark making, surfaces used to mark make on, and in the case of sculpture, construction.
- Opportunities for pupils to draw upon past learning/ skills and knowledge of the work of real artists.
- Medium Term plans which help teachers to put together clearly focused lessons based on L.T. specifically chosen to ensure progressive learning.
- Subject knowledge that encourages pupils to be curious, ask questions and respond appropriately.
- Opportunities for pupils to respond in their own way within the perimeters of the L.T.
- Art vocabulary, as specified in the Art MTP, modelled clearly by teachers.
- Opportunities for pupils to learn about real artists and to use them as inspiration for their own work.
- Opportunities for pupils to revisit, change and adapt their ideas over time.
- A clear progression of skills, including the 'Language of Art' used within lessons by both staff and pupils.

In addition:

- The Art Subject Leader will seek appropriate and relevant training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.
- All staff will have direct access to the relevant training documents which have been recently delivered via the online school systems.
- Art will be celebrated within school through display, social media and newsletters.
- All appropriate Art resources will be stored centrally to ensure that all staff have access to the materials that they need.

Impact

At Manor Farm Academy, our pupils:

- Know what Art is and thoroughly enjoy the journey that Art takes them on. This includes experiential Art, Art from a range of diverse cultures and time periods.
- Understand that Art plays a vital role in them understanding the World around them, whether that be from studying the Art of today, or Art from the past.
- Enjoy the very individual way that they are able to respond within a L.T.
- Know that Art is personal. One person's work can be very different to another's.
- Feel confident about trying out new ideas and concepts. They know that they can learn from what they do.
- Enjoy showcasing their skills and knowledge in Art.
- Increasingly use the Language of Art with confidence.

In addition, we measure the impact of our curriculum through the following methods:

- Monitoring of sketch books and work on display.
- Marking and verbal feedback.
- Learning walks.
- **Pupil discussion.**
- **Sketch book looks.**

Lesson Planning & Delivery

- Art planning and lesson delivery follow the flow diagrams of progress which can be found in Appendix 1 and Appendix 2 at the rear of this document.

- The L.T. which pupils learn within are carefully structured to allow individuality and progression of skills to intertwine.
- Sketch books are used from Year 1 onwards as a way to collect ideas, try out materials and techniques and to revisit as a working document throughout the pupil's time at Manor Farm Academy. An outline of how sketchbooks are used at MFA can be found in Appendix 3 at the rear of this document.

Challenge is not always needed to be printed in the form of a sticker or additional task (at the end of a lesson). Challenge in Art may come through

1.choice of material or medium,

2.scale,

3.audience

4.time

5.perspective.

The use of Key Questions (Manor Farm Question Matrix) and feedback both verbal and written all play a vital role in challenging pupils.

Art Lesson Sequencing for Painting

Draw it: Make observational drawings of items related to the overarching topic. E.G. Roman artefacts or items owned by older family members. These could be still life, portraits, buildings etc.



Explore it: Take an area of your drawing and explore how colour can change the image. Use the same drawing and add primary colours in watercolour, ready mix, acrylic. Discuss how they look similar or different. Use Art Vocabulary on the Art Words poster.



Link to real artists.

Use the artists specified on the MTP/ Framework as a starting point . Discuss using the Art Words poster. Talk about Primary colour use and secondary colour mixing. Place an image of painting in sketch book and explore how to mix and create the colours used in the painting around it. Notate how colours were created on the page.



Exploring using colour

Teach warm and cool shades. (Warm- red, yellow, orange tones. Cool- blue, white, green.)

Use a subject focus related to your topic and create two contrasting paintings of the same subject. One in warm tones and one in cool tones. Compare and discuss using Art Words. Link to real artist studied.



Exploring using texture.

Teach how to create different textures on a page. Use a range of different paint types - (watercolour, acrylic, ready mix) and apply to the page thickly and sparingly. Use feathers, thick/ thin brushes, fingers, twigs, card strips ect. To apply the paint to the page. Add various surfaces to paint on to. (card, newsprint, tissue paper etc.) Create a range of textures and marks, adding written notes to the page to explain how these were created.



Final piece based on prior collection of ideas and investigations.

Plan a final painting where ideas are drawn upon from previous lessons. Sketch this out, adding notes for colour choice, texture etc. Create your final piece, then evaluate the effectiveness of colour choice, composition, texture and choice of tools. Compare to the painting studied earlier, drawing out similarities and differences.

Art Lesson Sequencing for Drawing

Draw it: Make observational drawings of items related to the overarching topic. E.G. Roman artefacts or items owned by older family members. These could be still life, portraits, buildings



Explore it: Development and exploration of ideas in other forms of drawing or making (pen and ink, charcoal, water colours, clay, collage etc.)



Link to real artists:

Links to artists. Compare and discuss subject matter or techniques. These are already within the framework.



Exploring shape and colour:

Development of ideas in colour. Sketch book work. Further exploration of colour and shape and exploration.



Final piece based on prior collection of ideas and investigations.

Plan a final collage where ideas are drawn upon from previous lessons. Sketch this out, adding notes for colour choice and pencil technique etc. Create your final piece, then evaluate the effectiveness of colour choice, materials, technique, texture. Compare to the collage studied earlier, drawing out similarities and differences.

Art Lesson Sequencing for Print Making

Draw it: Make observational drawings of items related to the overarching topic. E.G. Roman artefacts or items owned by older family members. These could be still life, portraits, buildings etc.



Explore it: Take an area of your drawing and explore how you can simplify the image. Use the simplified image to add to a potato as print block. Use ready mix paint or printing ink to explore what happens when a print block is used over and over again with only one ink / paint application. Discuss using Art Vocabulary on the Art Words poster.



Link to real artists.

Use the artists specified on the MTP/ Framework as a starting point . Place an image of the artist's work in the centre of the page. Discuss using the Art Words poster. Talk about Primary colour use and secondary colour mixing. Talk about how printing changed the world in terms of books etc. Make a collection of items where print has been used in real life. (E.g. fabric, newspaper, wallpaper etc.) Make notes about repeating pattern,



Exploring using colour

Teach complimentary colours from a displayed colour wheel. Select a range of found items to print with. Explore how complimentary colours can be used to make repeating patterns with these found objects. Compare and discuss using Art Words. Link to real artist studied.



Exploring using texture.

Teach how to create different textures on a page. Use a range of different printing objects, both found objects and simple potato blocks. Apply to the page using both thick ink and sparingly. Create a range of textures and marks, adding written notes to the page to explain how these were created. Include some overlap of prints to create new colours or textures.



Final piece based on prior collection of ideas and investigations.

Plan a final piece of work where ideas are drawn upon from previous lessons. Sketch this out, adding notes for colour choice, texture etc. Create your final piece, then evaluate the effectiveness of colour choice, composition, texture and choice of tools. Compare to the print work studied earlier, drawing out similarities and differences.

Art Lesson Sequencing for Collage

Draw it: Make observational drawings of items related to the overarching topic. E.G. Roman artefacts or items owned by older family members. These could be still life, portraits, buildings



Explore it: Take either an area of your drawing or the whole piece and explore how this might be represented in collage. Demonstrate how to cut out shapes from relevant coloured paper to match the drawing, and add to sketch book to recreate the image in collage. Discuss how they look similar or different. Use Art Vocabulary on the Art Words



Link to real artists.

Use the artists specified on the MTP/ Framework as a starting point . Discuss using the Art Words poster. Talk about the different materials used and how they are arranged on the paper. (Composition.) Place an image of the collage in sketch book and explore a range of different materials that could be linked to this image. (E.g. placing a piece of light blue felt next to blue on the Artist's collage.) Discuss using the Art Words poster.



Exploring shape

Teach how to cut out carefully using scissors, and how to tear out shapes in a controlled manner.

Use a subject focus related to your topic and create two contrasting collages of the same subject. One where scissors are used to cut out the shapes and one where the shapes are torn out. Compare and discuss using Art Words. Link to real artist studied.



Exploring texture.

Work from the child's original drawing. Show how different textures of the same colour can create different effects on a page. Use paper types, fabric, found objects, seeds, natural materials to make a collage based on the child's drawing. Place materials flat, scrunched up, cut or torn to create a range of textures , adding written notes to the page to explain how and why these were used. Using the Art Words poster discuss which materials were particularly effective and why. Why were some not so successful? Add



Final piece based on prior collection of ideas and investigations.

Plan a final collage where ideas are drawn upon from previous lessons. Sketch this out, adding notes for colour choice, materials, technique, texture etc. Create your final piece, then evaluate the effectiveness of colour choice, materials, technique, texture . Compare to the collage studied earlier, drawing out similarities and differences.

Art Lesson Sequencing for Sculpture

Draw it: Make observational drawings of items related to the overarching topic. E.G. Roman artefacts or items owned by older family members. These could be still life, portraits, buildings etc.



Explore it: Provide a range of materials to explore the properties of. (Clay, wood, junk objects, wire etc.) Encourage pupils to describe how form can be changed. Do you need to join, carve, add to or take parts away to change the shape of the material. Use the Art Words poster to talk about materials for making sculptures. Take photos of exploration and add to sketch book. Pupils to add notes on the properties of materials.



Link to real artists.

Use the artists specified on the MTP/ Framework as a starting point . Discuss using the Art Words poster. Talk about material use and size, scale. Place an image of the sculpture in sketch book and add notes about materials used, size, scale, position and how the sculpture makes you feel. Describe the parts of the sculpture that you like and why. What would you have done differently?



Exploring the properties of materials.

Teach the children how to create a sculpture that will stand on its own. (Heavy, wide base, strength of materials.) Use a subject focus related to your topic and create a small model of it called a maquette. Children to take photos from different angles or sides. Compare and discuss using Art Words. Link to real artist studied.



Exploring using the scale, fixing and joining.

Teach how to create a larger scale sculpture based on the maquettes made last session. Share a range of fixing and joining techniques. (Glue, sellotape, nails! Etc.) Share a range of cutting techniques. (Scissors, tearing, craft knife). In teams children to plan verbally how this might be made.

Use the same subject as last session, and together as a team create a large scale piece that is free standing. Carry out a "gallery walk", where pupils comment on each others work. What has worked well? How could this be improved? Use Art Words poster.



Final piece based on prior collection of ideas and investigations.

Plan a final sculpture where ideas are drawn upon from previous lessons. Sketch this out, adding notes for material choice, fixing, joining, scale etc. Create your final piece, then evaluate the effectiveness of material choice, fixing and joining, scale. Compare to the sculpture studied earlier, drawing out similarities and differences. Give your sculpture a name and create a caption to describe how your sculpture was created and how it makes you feel.

Appendix 2.







