

Hollinhey Primary School



Art and Design Policy

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Date of Approval:	29th Oct 2022
To be reviewed:	October 2025

Aims

The National Curriculum for Art & Design aims to ensure that all children:

- produce creative work, exploring their ideas and recording 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 forms.

Intent: At Hollinhey, our Art & Design curriculum allows children to express their creativity and individuality. It is also designed to enthuse, stimulate, delight and encourage pupils' love of art and design. It is our intention to teach Art & Design in alignment with our core values:

Honesty – Evaluating our own and others' artwork.

Effort – Ensuring all children try their best in developing their artistic skills and knowledge.

Achievement – Gaining a sense of success and achievement by learning and developing new art skills.

Respect – Being a respectful art critic; demonstrating respect for the role art may play in a person's life.

Tolerance – Accepting the validity and importance of all types of art.

Implementation: We provide enriching opportunities throughout the school, embedded across the curriculum, to develop skills and knowledge of drawing, painting, printing, textiles and collage, as well as three-dimensional work. Staff plan and deliver lessons involving the research, experimentation, design, making and evaluating of artwork. Pupils are encouraged to explore and develop ideas through evaluating their responses to their own and others' artwork and techniques. Children will be provided with the opportunity to develop and record their own ideas within their own sketchbook. The sketchbook provides a learning journal to show progress and inform the child's future work. Teachers are also able to use these documents as an evidence base for assessments.

At Hollinhey, we have developed our own Curriculum Progression in Art & Design document, which provides each teacher with year group end points. These are grouped into three different themes in

each year from Y1 – Y6, alternating between either study of collage, painting and printing, or drawing, textiles and 3-D work. This ensures full, progressive coverage of the themes of colour, texture, tone, form and space, line and shape and pattern, as well as providing the children with opportunities to develop, experiment with and explore a wide range of media, tools, skills and knowledge. The document allows teachers to build upon the prior knowledge and skills of their pupils, whilst also making links with other cross-curricular topics, where possible. To ensure a wide variety of stimuli and a diverse range of artists, designers, craftspeople and art movements, past and present, are studied throughout pupils' Hollinhey journey, key movements and individuals of study have been identified in each year group. A range of different stimuli will be used as starting points for the development of art work, including music, real-life events, stories, poetry, the children's imagination and the work of other artists. The latter could involve visiting galleries (at least once during KS2) and museums or meeting people involved in Art & Design when visiting the school.

As part of our unique annual celebration of the work and life of wildlife artist Charles Tunnicliffe (who once lived in the local area), Hollinhey celebrates the observational work of every pupil by holding the Tunnicliffe Art Competition. Each pupil's competition entry is displayed in the hall during the weeks around the Tunnicliffe performance. In addition, a surviving member of the Tunnicliffe family or local art expert are invited in to school to judge the winners. First, second and third prizes are awarded to KS1, LKS2 and UKS2 pupils. The Tunnicliffe Art Competition provides an exciting opportunity for every pupil to celebrate their own and others' art work and is always eagerly anticipated by pupils, staff and parents.

Art & Design in the Foundation Stage is an integral part of the topic work covered during the year. Please see the EYFS policy and the Curriculum Progression in Art & Design document.

Staff model and teach how to use art resources safely and appropriately, in accordance with the Hollinhey Health and Safety Policy. Protective aprons/shirts are provided for practical tasks, particularly when using resources which may involve colour transfer to pupils' clothing. Children will be shown how to collect, clean and store equipment safely. Should any accidents occur whilst using art equipment, first aid treatment will be administered in accordance with our First Aid Policy.

Impact: The integral nature of art enables children at Hollinhey to gain new levels of achievement, self-confidence, interaction with and awareness of others and self-reflection. We strive to create a supportive and collaborative ethos for learning about Art and Design, by providing investigative and enquiry-based learning opportunities. Art at Hollinhey also enables our pupils to develop a deeper sense of culture and history both in themselves and in others from across the world. Children experience art in different ways; as critics and creators, both on an experiential and emotional level. Their progression as learners is evidenced in a range of ways, including pupil voice, their final pieces (often celebrated on display) and sketchbooks. As a consequence of their journey at Hollinhey, children will be equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a capable citizen in the wider world.

Children's standards and achievements in art and design are assessed in line with Hollinhey's Assessment Policy and via the use of the school tracking system. Assessment in art for years 1-6 will be by evaluating examples of children's work throughout their time at Hollinhey and looking at their continued development in art. Alongside the success of their final pieces of art work, each child's sketchbook will form a valuable source from which to assess their art and design skills and knowledge. Children's standards and achievements in art in the Foundation Stage are assessed in line with the Hollinhey's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. Assessment in art will be about personal progress and development of skills involved rather than how good a piece of work is. Children cannot be assessed by their ability to produce great art works (we are not all great artists). Art assessment will focus on what individual children have achieved.

Adaptation and SEN (please refer also to Hollinhey's SEN Policy)

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Hollinhey is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality. At Hollinhey, our inclusive practice in art enables all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. All pupils have equal access to art and all members of staff follow the Equal Opportunities Policy.

Extra Opportunities

In addition to the annual Tunnicliffe Art Competition and a visit to an art gallery during KS2, after school Art clubs are often provided in both KS1 and KS2 at some point during the academic year, to encourage children to develop their art skills and help them to improve their fine motor control.

Roles & Responsibilities

Art & Design is led by one member of staff and a governor. The subject leader is expected to:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Set a good example of Art & Design practice and promote this throughout the school.
- Support long term planning for the whole school.
- Monitor and evaluate Art & Design through the school.
- Effective use of Continued Professional Development (CPD).
- Lead or organise school-based training.
- Liaise with other primary and secondary schools.
- Promote Art & Design's high profile in the school.

When the policy will be reviewed

October 2025

Appendix – Progression Document

HOLLINHEY ART & DESIGN CURRICULUM PROGRESSION

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can develop my own ideas and then decide which materials to use to express them. I can join different materials and explore different textures. I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can explore colour and colour mixing. I can show my different emotions in drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can create collaboratively, sharing ideas, resources and skills. 	Creating with Materials <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories.
Understanding the World			The Natural World <ul style="list-style-type: none"> I can explore the natural world around me, making observations and drawing pictures of animals and plants.

Year 1	Autumn Term	Spring Term	Summer Term
Focus	Collage	Painting	Printing
Objectives	<p>I am beginning to identify different types and textures of materials for collage.</p> <p>I can explore how paper of varying thicknesses (tissue paper to card) and tearing or cutting it can create different effects.</p> <p>I can explore the relationship between drawing and collage and use graphite and pen to add detail/strengthen elements of the collage.</p> <p>I can select with thought from the resources provided and place and modify them with care to help represent an idea.</p> <p>I can begin to use appropriate language to describe colours, equipment and processes</p>	<p>I can recognise primary colours and use an experiential approach to colour mixing to discover secondary colours</p> <p>I can apply paint to make a background wash using wide brushes and other tools.</p> <p>I can experiment with ways of applying paint including using different brushes and brushstrokes as well as wet and dry paint techniques.</p> <p>I can explore painting on different scales.</p> <p>I can explore applying paint with varied tools: fingers, sponges, pressing or smearing with flat plastic or card e.g. credit cards and with varied pressures as well as etching/scraping layers off with sticks.</p> <p>I can mix and apply colour to represent real life or convey my own mood and ideas.</p>	<p>I can explore simple printmaking, for example, using <u>plasticine</u>, found materials or quick print foam.</p> <p>I can experiment with repeated application using a variety of materials e.g. sponges, fruit, stamp blocks.</p> <p>I can search out found objects to be used as tools to press into <u>plasticine</u> to create texture and to understand notions of positive and negative.</p> <p>I can use rollers or the backs of spoons to create pressure to make a print.</p> <p>I can explore pattern, line, shape and texture through printing.</p>
Inspiration	<p>Theme: Paper Collage</p> <p>Artists: Eric Carle, illustrator of The Hungry Caterpillar</p>	<p>Theme: Experimenting with colour</p> <p>Artists: Howard Hodgkin and Mimi Zaphiratos</p>	<p>Theme: Experimenting with printing</p>
Exploring & Developing Ideas	<p>Introduce 'sketchbook' as being a place to record individual response to the world.</p> <p>Develop a sense of ownership about the sketchbook.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.</p> <p>Generate ideas through playful, hands-on exploration of materials without being constricted towards a pre-defined outcome.</p>		
Evaluating & Developing Work	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about artwork.</p> <p>Share work with others in small groups and listen to what others think about what they have made.</p> <p>Talk to a peer or teacher about the artwork made and share what they have enjoyed during the process and what they like about the end result.</p>		

Year 2	Autumn Term	Spring Term	Summer Term
Focus	Textiles	3-D	Drawing
Objectives	<p>I can explore how fabric can be manipulated e.g. by weaving, plaiting pulling thread and joining with glue or stitches.</p> <p>I understand how fabric can be deconstructed and reassembled in a new way e.g. weaving other fabrics through distressed hessian.</p> <p>I can explore weaving using different equipment e.g. grass through twigs and plastic strips or fabric strips/scarves woven through railings or a bicycle wheel.</p> <p>I can select, organise and use materials such as threads, wool, raffia, paper strips and natural materials to make a weaving.</p>	<p>I can use tools and media safely and with increasing confidence.</p> <p>I can shape, form, construct and model from observation and imagination using malleable and rigid materials.</p> <p>I can experiment with rolling, cutting, folding and joining materials.</p> <p>I can cut simple shapes from card and use them to construct architectural forms.</p> <p>I can use drawn, collaged and printed elements as surface decoration for the architectural forms.</p> <p>I can study architecture from different places and/or times to inspire my own artwork.</p>	<p>I can develop control over mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>I can explore a variety of drawing stimuli, including close looking via observation from primary and secondary source material, drawing from memory and imagination.</p> <p>I can make larger scale drawings from observation and imagination.</p> <p>I can explore the use of line, shape, colour and texture. Use light and dark lines of varying thicknesses and use hatching, scribbling, stippling and blending to create a range of textures.</p> <p>I understand scale and simple perspective e.g. studying views of a street.</p> <p>I can explore dynamic, bold use of colour chalk pastel, experimenting with blending.</p>
Inspiration	<p>Theme: Weaving</p> <p>Artists: Sue Spooner, Lucy Poskitt, Michael Crompton and Maryanne Moodie.</p>	<p>Theme: Buildings</p> <p>Artists: Le Corbusier & Hundertwasser.</p>	<p>Theme: Street Scenes</p> <p>Artists: Clare Caulfield, L.S. Lowry & Martin Bidyard.</p>
Exploring & Developing Ideas	<p>Develop a 'sketchbook habit'.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking and writing notes.</p> <p>Build an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p> <p>Develop questions to ask when looking at artworks and/or stimuli:</p> <p><i>Describe what you can see. What do you like? Why? How does it make you feel? What would you like to ask the artist?</i></p>		
Evaluating & Developing Work	<p>Suggest how an artwork may have been made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work.</p>		

Year 3	Autumn Term	Spring 1 Term	Spring 2 Term
Focus	Painting	Printing	Collage
Objectives	<p>I can apply and build upon colour-mixing and mark-making skills, thinking about how certain colour ranges and combinations affect the outcome.</p> <p>I can explore how early humans created paint/dyes using natural materials such as vegetation and spices e.g. onion skins, tea, coffee and beetroot.</p> <p>I can explore the effect of adding water, glue, and sawdust to paint.</p> <p>I can use varied application implements and techniques to create shapes, textures, patterns and lines.</p> <p>I can explore how to create different tints and shades (tones) of a colour by the addition of black and white.</p> <p>I can replicate patterns from observation e.g. animal prints, historical artefacts.</p>	<p>I can interpret stories, music, poems and other stimuli using mixed media.</p> <p>I can explore simple mono-printing techniques with carbon copy paper, using observational drawing skills and mark making skills directly onto the paper.</p> <p>I can apply different mark-making techniques using mono-printing, controlling line and pressure.</p> <p>I can experiment with pattern, line, shape and texture through printing on a variety of papers and taking rubbings from different objects.</p> <p>I can explore how printing can add interest to textile/collage.</p> <p>I have started to explore layering several prints of different colours, developing compositional ideas.</p> <p>I am continuing to explore pattern, line, colour, shape and texture, particularly through experimentation with printing from embossed wallpaper, fabrics and bubble wrap.</p>	<p>I can embellish surfaces using a variety of techniques including drawing, painting and printing to build complexity and represent the qualities of a surface or thing.</p> <p>I can experiment with overlapping and overlaying by placing objects in front or behind.</p> <p>I can understand how colour affects the 'visual weight' and how the size of a shape changes the feel of a composition.</p>
Inspiration	<p>Theme: Prehistoric Art</p> <p>Artists: Lascaux Cave & Jan Teseo.</p>	<p>Theme: Monoprinting & Collage in Illustration</p> <p>Artists: Clare Youngs & Chris Madden</p>	<p>Theme: The Style & Influence of Ancient Egyptian Art</p> <p>Artists: Ancient Egyptian Craftspeople & Gustav Klimt</p>
Exploring & Developing Ideas	<p>Looking back, thinking forwards and reflecting upon sketchbook work.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response. Including found and manmade objects.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Develop questions to ask when looking at artworks and/or stimuli: <i>What is the artist saying to us in this artwork? How might it inspire you in making your own art?</i></p> <p>Use growing knowledge of how materials and medium act to help develop ideas. Continue to generate ideas through playful making.</p>		
Evaluating & Developing Work	<p>Think about why the work was made as well as how.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Discuss problems which came up and how they were solved.</p>		

Year 4	Autumn 1 Term	Autumn 2 Term	Spring Term
Focus	Drawing	Textiles	3-D
Objectives	<p>I can select and use, with increasing confidence and control, a range of mark-making skills with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal on a range of surfaces.</p> <p>I can explore shading, using different media to achieve a range of light and dark tones, including different grades of pencil.</p> <p>I can explore composition, thinking about space, scale and proportion.</p> <p>I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture and quick sketching to record movement.</p> <p>I can explore the layering of media, drawing with coloured media descriptively and expressively to represent ideas and objects with increasing confidence.</p> <p>I can identify, use and explore the use of warm, cold colours and contrasting colours.</p>	<p>I can develop design through making skills and collaborative working skills through fashion design.</p> <p>I can explore paper, card and fabric manipulation skills to build 3d forms (cutting, crumpling, tearing, folding, fraying, knotting, fringing, twisting, plaiting, pulling threads and joining through pinning, stapling gluing and/or stitching).</p> <p>I can discriminate between fabric materials to select and assemble a constructed form.</p> <p>I can alter a fabric's colour or texture by painting, printing and/or dyeing, using stencils, wax or string to resist.</p>	<p>I can work in a safe, organised way, taking care of equipment. Secure work to continue at a later date.</p> <p>I can use pinch, slab and coil techniques with clay.</p> <p>I can explore impressing, sgraffito and carving to produce desired surface patterns and textures.</p> <p>I can develop understanding of different ways of finishing work: paint & polish.</p> <p>I can enable my ideas for my own pot to evolve through a combination of design through making and drawn inspiration e.g. a design to celebrate modern culture/heroes.</p>
Inspiration	Theme: Human Figures Artists: Keith Haring & Henri Matisse.	Theme: Art with Fabric Artists: Vivienne Westwood & Coco Chanel	Theme: Pottery Artists: Ancient Greek/Roman craftspeople & Grayson Perry, Magdalene Odundo, Elizabeth Fritsch.
Exploring & Developing Ideas	Make links between different ideas. Discuss how art from another time can provide a 'window' to that moment in history. Develop questions to ask when looking at artworks and/or stimuli: <i>Which other senses can you bring to this artwork? If you could take this art work home, where would you put it and why?</i>		
Evaluating & Developing Work	Think about what they might try next time in order to solve a problem that occurred.		

Year 5	Autumn Term	Summer 1 Term	Summer 2 Term
Focus	Printing	Collage	Painting
Objectives	<p>I can design and create printing blocks inspired by the natural and man-made environment and its contents e.g. patterns in flowers, curtains, wallpaper.</p> <p>I can explore repeating patterns using rotation, symmetry and tessellation of positive and negative print blocks.</p> <p>I am continuing to explore pattern, line, colour, shape and texture in multi-layered block printing.</p> <p>I can create repeated patterns with precision.</p> <p>I can explore relief printing by cutting/etching/tearing into different surfaces including corrugated cardboard, mount board, erasers and foil.</p> <p>I am continuing to explore pattern, line, colour, shape and texture through relief printing.</p>	<p>I can explore expression of self through collage.</p> <p>I am encouraged to use sketches, photos, newspapers, magazines and the collection of found or meaningful objects and the application of different techniques to create a collage.</p> <p>I can select and use cutting tools and adhesives with care to achieve a specific outcome.</p> <p>I can select and use found materials with art media and adhesives, assembling them carefully to represent an idea.</p> <p>I can design and create a collaborative piece of artwork.</p>	<p>I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</p> <p>I can create a colour palette using acrylic paint, demonstrating mixing techniques.</p> <p>I can use studies from close observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action, interaction or the 'impression' of a scene.</p> <p>I can show the effect of light and colour, texture and tone on natural and man-made objects.</p>
Inspiration	Theme: Natural & Man-made Artists: William Morris, Renee Mackintosh & Arts & Crafts Movement	Theme: Portraiture using mixed media Artists: Hannah Hoch, Jason Mecier, Fred Tomaselli, Annegret Soltau, Ben Giles, Derek Gores, Dolan Geiman, Anne Marie Grgich	Theme: Impressionism & Post-Impressionism Artists: Impressionists (Cezanne, Monet, Manet, Renoir, Degas) and post-impressionists (Van Gogh and Georges Seurat).
Exploring & Developing Ideas	Begin to see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey becomes understood. Annotate works of art to record techniques, colour use and compositional elements. Develop questions to ask when looking at artworks and/or stimuli: <i>Who or what else might you look at to help feed your creativity?</i>		
Evaluating & Developing Work	Ask questions about process, technique, idea and outcome. Present work in retrospect to the class, in assembly or to parents. Share how other artists/artwork inspired you and how your work fits into larger context.		

Year 6	Autumn 1 Term	Autumn 2 Term	Spring 2 Term
Focus	Textiles	Drawing	3-D
Objectives	<p>I can explore the use of paint, and flour or wax resist using batik.</p> <p>I can develop fabric embellishment skills by experimenting with, for example, stitches, beads, buttons, sequins and other mixed media material.</p>	<p>I can develop confident mark-making skills using a range of media to convey still life in response to light and dark, shadows and well-lit areas.</p> <p>I can study and respond to how artists have conveyed still life, focusing particularly on the work of Cubist artists.</p> <p>I can investigate the techniques of foreshortening and breaking down images into shapes.</p> <p>I can develop my own language for expressing myself by applying what techniques and knowledge I have learnt in the creation of a portrait.</p>	<p>I can work in a safe, organised way, taking care of equipment, securing work to continue at a later date.</p> <p>I can use recycled, natural and manmade materials, other than clay, to create sculptures, confidently and successfully joining.</p> <p>I can explore the relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, working at my own pace and following my own journey.</p> <p>I can allow my ideas to evolve for my own sculpture, through a combination of design through making and drawn inspiration</p>
Inspiration	Theme: Batik Artists: Elisa Quevedo and other batik/fabric artists.	Theme: Cubist Art Movement Artists: Pablo Picasso, Georges Braque, de la Fresnaye, Fernand Leger & Juan Gris.	Theme: Sculpture Artists: Barbara Hepworth, Elizabeth Frink, Rachel Whiteread, David Oliveira & Alexander Calder
Exploring & Developing Ideas	Annotate works of art to record ideas and emotions, using this to inform design ideas and thumbnail drawings/designs. Complete extended sets of drawings and experiments in sketchbooks to plan paintings, prints or 3D pieces. Define and conduct their own research on area of interest in the development of their artwork e.g. identifying an artist, artist movement, approach or theme to explore in more detail.		
Evaluating & Developing Work	Express and share several opinions about artwork. Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client.		