

Art at Sandcross – Our policy

“The arts at Sandcross develop the whole child by providing an enjoyable, engaging creative journey, which all children have the freedom to explore.”

At Sandcross we look to *Inspire lifelong success* through our curriculum and values (Kindness, respect, resilience and responsibility).

Our aims:

- Be facilitated through memorable experiences
- Develop excellent Communication Skills
- Celebrate Diversity
- Involve Exploration, Enquiry and Problem solving
- Enable children to take responsibility for their own learning

Structure for teaching art at Sandcross – Four I's:

We should teach art through a building of discussion, skills and individual creativity. This journey should be evidenced in their work to show their progress and journey.

Immersion – Look at art and artists and discuss the techniques, emotions and content of their work. This doesn't have to be one artist. For instance, you could look at a few different artists' paintings if looking at landscapes. (*Diversity, enquiry and exploration*)

Innovation – Build the specific skills related to the area of art through practise within their sketchbooks and reflect on its impact. (*taking responsibility for own learning, problem solving, memorable experiences*)

Invention – Give the children the opportunity to apply these skills to a final piece of their own design (planned) and creation (each piece should be unique and reflect the child's own creativity.) (*Problem solving, communication skills*)

Inspection – Children and peers should reflect on their work and record their thoughts and next steps. (*Communication skills, growth mindset, taking responsibility*)

Teaching/planning of art skills at Sandcross – Three C's:

Composition

- **Accuracy** - Can the children place marks and **structures** where they want them to be? Can they make adjustments when things aren't right?
- **Scale** – Can children produce pieces where the elements are in **proportion** to **communicate** the aims? ie. In a still life, are the objects the right size compared to each other?
- **Position** – Can children position elements accurately to communicate the aims? ie. Are the ears placed in the correct place on a **portrait**?
- **Depth** – can children create **depth and distance** within an image through their structuring of the piece? ie. The leaves in the foreground are appropriately bigger on a **landscape** than the house in the distance.

Colour

- **Tone** – Can the children mix the colours they want using the primary colours and shades?
- **Texture** – Can the children use different **brush strokes**, colour **blends** or pencil markings to create textures (**rough, smooth, clean**, liquid etc.)?
- **Contrast** – Can the children use colour and tone to create **light and dark** in an image?

Choice

- **Materials** – Can children choose the correct paint, paper, object etc. to create the affect they want?
- **Style** – Can the children take the brief and make it their own? Are they free to be creative and form a style of their own?
- **Mood** – Do the children know how to make choices with colour, texture and contrast that will communicate a mood for the viewer (scary, sombre, excited etc.)?
- **Communication** – Can the children explain why they have made the choices they have made?
- **Reflection** – Can the children reflect on what they have done? Can they spot things they like and explain why? Can they identify areas for improvement?
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