



Forefield Junior School is a P.R.O.U.D.

school built on Passion and Respect,

where Opportunities can be seized by Unique and Determined learners.



## Subject Leader Report: Art

Art is taught through a 'Learning Challenge' curriculum. It builds on children's skills and knowledge as they move through the school. Continuity and progression are built around the objectives, skills and knowledge laid out in the art curriculum and progression map. This has allowed us as a school to have greater autonomy over what to teach and how to teach the subject areas, whilst ensuring that the essential skills expected of each year group are still being covered. As the challenges are devised, new and exciting art projects can be planned.

The art curriculum is accessible to all children using a variety of media to aid independent research, for instance, the use of the iPads, the Internet and studying artists. Children work individually, in groups, pairs or as whole classes to analyse and appraise each other's final pieces of work.

The needs of SEND children are met through various means including the use of differentiated work, the support of teaching assistants, adaptation of resources available to them or mixed ability pairings as appropriate.

### Art Curriculum

The Art National Curriculum asks us to '*engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.*'

It sets out the following aims for all pupils:

- 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.

The National Curriculum then sets out the following subject content for children to be taught across Key Stage 2:

Pupils should be taught:

- 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.

The above aims and subject areas are covered through the following topics, shown below on the long-term plan:



	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>YEAR 3</b>	<u>Sonia Delaunay</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Colour</li> </ul>	<u>Georgia O'Keefe</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Colour mixing/painting</li> <li>Printing</li> </ul>	<u>Chris Gryder</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>3D - clay</li> </ul>
<b>YEAR 4</b>	<u>Yayoi Kusama</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Printing</li> </ul>	<u>Pablo Picasso</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Colour mixing/painting</li> <li>3D - wire</li> </ul>	<u>Anthony Gormley</u> <ul style="list-style-type: none"> <li>Sculptures - critical analysis</li> <li>3D - pipe cleaners</li> <li>Batik - textiles</li> </ul>
<b>YEAR 5</b>	<u>Andy Warhol &amp; Roy Lichtenstein</u> <ul style="list-style-type: none"> <li>Colour theory</li> <li>Painting</li> <li>Collage</li> </ul>	<u>Antoni Gaudi</u> <ul style="list-style-type: none"> <li>Architecture - critical analysis</li> <li>Drawing</li> <li>3D - clay</li> <li>Printing</li> </ul>	<u>Frida Kahlo &amp; Vivienne Westwood</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Painting</li> <li>Designing</li> </ul>
<b>YEAR 6</b>	<u>Joan Miro</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>3D - cardboard relief</li> </ul>	<u>L.S. Lowry</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> </ul>	<u>Nixiwaka Yowanawa &amp; John Dyer</u> <ul style="list-style-type: none"> <li>Painting</li> <li>Collage</li> </ul>

The curriculum maps for each year group (shown below) lead on from the long-term plan, showing the objectives to be covered during each topic:

ART	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year 3	1	2	1	2	1	2	<ul style="list-style-type: none"> <li>I can use sketches to record ideas</li> <li>I can record ideas from first hand observations</li> <li>I can adapt and refine ideas</li> <li>I can experiment with showing line, tone and texture with pencil</li> <li>I can use pencil to show light and shadow effects</li> <li>I can use different materials to draw</li> <li>I can show an awareness of space when drawing</li> <li>I can create a background using a wash</li> <li>I can use varied brush techniques to create shapes, textures, patterns and lines</li> <li>I can mix colours effectively using the correct language, primary, secondary and tertiary colours</li> <li>I can adapt clay</li> <li>I can use inspiration from famous artists to replicate a piece of work</li> <li>I can express an opinion on and reflect on the work of artists</li> <li>I can explore patterns from observations</li> <li>I can make printing blocks</li> <li>I can make repeated patterns with precision</li> </ul>	canvas 2d, 3d, 4d flowing alive dramatic airy geometric similar diagram clay abstract contour blend gentle bristly rectilinear ear arrangement drawing ink arrangement blurred bold harsh brushstroke asymmetrical atmospheric illustration media/medium background bold bright shadowy bumpy circular cheerful landscape metal balanced contour calm shady feathery

**YEAR 3**

4	<u>Yayoi Kusama</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Printing</li> </ul>    	<u>Picasso</u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Colour mixing (tint &amp; shade)</li> <li>3-D - wire</li> <li>Collage</li> </ul>   	<u>Anthony Gormley</u> <ul style="list-style-type: none"> <li>3-D</li> <li>Batik - textiles</li> </ul>   	<ul style="list-style-type: none"> <li>I can experiment with showing line, tone and texture with pencil</li> <li>I can use pencil to show light and shadow effects</li> <li>I can use different materials to draw</li> <li>I can show an awareness of space when drawing</li> <li>I can use sketches to produce a final piece</li> <li>I can question and make observations about starting points and respond positively to suggestions</li> <li>I can adapt and refine ideas</li> <li>I can mix colours effectively using the correct language, tint and shade</li> <li>I can create different textures and effects with paint</li> <li>I can print onto different materials using a variety of colours</li> <li>I can experiment with the styles used by artists</li> <li>I can express an opinion on and reflect on the work of artists</li> <li>I can sculpt mouldable materials - wire</li> <li>I can explore patterns from observations</li> <li>I can make printing blocks</li> <li>I can make repeated patterns with precision</li> <li>I can use more than one colour to layer on a print</li> </ul>	curved communicate painting oil paint balanced cross-hatch clashing subtle fine diagonal compare portrait paper chaotic curved cold warm/cold fluffy empty confused printing pastel chaotic delicate complementary fuzzy heavy contrast sculpting pencil close-up diagonal contrasting gritty hollow curious sculpture print closeup edge cool leathery horizontal
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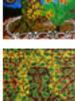
**YEAR 4**

5	<p>Andy Warhol Roy Lichtenstein, (Pop Art)</p> <p>Colour theory Painting Collage</p>    		<p>Antoni Gaudi</p> <p>Architecture Drawing 3-D Printing Trip to Museum of Liverpool</p>     	<p>Frida Kahlo</p> <p>Drawing Collage Painting</p>   	<ul style="list-style-type: none"> <li>I can review and revisit ideas in my sketchbook</li> <li>I can think critically about my artwork</li> <li>I can offer feedback to my work using technical vocabulary</li> <li>I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</li> <li>I can use a variety of tools and select the most appropriate</li> <li>I can depict movement in my drawings</li> <li>I can create a colour palette, demonstrating mixing techniques</li> <li>I can use a range of paint (acrylic, poster water colours) to create visually interesting pieces</li> <li>I can research the work of an artist and use their work to replicate a style</li> <li>I can give detailed observations about notable artists' architects' and designers' work</li> <li>I can offer facts about notable artists' architects' and designers' lives</li> <li>I can explain the style of my work and how it has been influenced by a famous artist</li> <li>I can plan and design a sculpture</li> <li>I can use tools and materials to carve, add shape, add texture and pattern</li> <li>I can use materials other than clay to create 3-D sculpture</li> </ul>	<p>different still life stone cone of vision flowing dark metallic irregular dramatic technique watercolour distance heavy/light deep powdery oblique dreamy/dreamlike textiles wood fixed point of view horizontal delicate prickly pointed exciting focus looping dull rough rectangular express foreground scratchy earthy rubbery regular expressive</p>
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# YEAR 5

# YEAR 6

6	<p>Joan Miro</p> <p>Drawing - automatic 3-D - cardboard</p>    		<p>L. S. Lowry</p> <p>Drawing - perspective Painting</p>   		<p>Nixiwaka Yawotawa</p> <p>Painting Watercolour Collage</p>   	<p>John Dyer</p> <p>Painting</p>  	<ul style="list-style-type: none"> <li>I can review and revisit ideas in my sketchbook</li> <li>I can think critically about my artwork</li> <li>I can offer feedback to my work using technical vocabulary</li> <li>I can use feedback to make amendments and improvement to my art</li> <li>I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</li> <li>I can use a variety of tools and select the most appropriate</li> <li>I can depict perspective in my drawings</li> <li>I can use a range of paint (acrylic, poster water colours) to create visually interesting pieces</li> <li>I can use a variety of paint techniques to create different patterns</li> <li>I can plan and design a sculpture</li> <li>I can use tools and materials to carve, add shape, add texture and pattern</li> <li>I can use materials other than clay to create 3-D sculpture</li> <li>I can develop cutting and joining skills</li> <li>I can explain the style of my work and how it has been influenced by a famous artist</li> <li>I can research the work of an artist and use their work to replicate a style</li> <li>I can give detailed observations about notable artists' and designers' work</li> <li>I can offer facts about notable artists' and designers' lives</li> </ul>
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The learning objectives shown on the curriculum maps are closely linked to the learning outcomes listed on the progression map, this ensures that the skills being taught during the art lessons show progression throughout the art curriculum and Key Stage.

Art Progression Map through Key Stage 2 at



	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</li> <li>to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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];</li> <li>about great artists, architects and designers in history.</li> </ul>			
Exploring and developing ideas.	<p>To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ol style="list-style-type: none"> <li>use sketchbooks to record ideas;</li> <li>explore ideas from first-hand observations;</li> <li>question and make observations about starting points, and respond positively to suggestions;</li> <li>adapt and refine ideas;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>		<p>To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:</p> <ol style="list-style-type: none"> <li>review and revisit ideas in their sketchbooks;</li> <li>offer feedback using technical vocabulary;</li> <li>think critically about their art and design work;</li> <li>use feedback to make amendments and improvement to my art;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	
Drawing	<p>To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ol style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>show an awareness of space when drawing;</li> </ol>		<p>To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <ol style="list-style-type: none"> <li>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>depict movement and perspective in drawings;</li> <li>use a variety of tools and select the most appropriate;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	





	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	
Painting	To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint;  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, water colours) to create visually interesting pieces; c use a variety of paint techniques to create different patterns;  Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
3-D	To use sculpture to develop and share their ideas, experiences and imagination. Children can: a use a variety of natural and manufactured materials for sculpting, e.g. clay, wire and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture;  Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture;  Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Printmaking	To improve their mastery of art and design techniques with a range of materials – printing. Children can: a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision;  Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	To improve their mastery of art and design techniques with a range of materials – printing. Children can: a develop techniques in mono printing; b create and arrange accurate patterns;  Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collage(raph).

Collage	To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;  Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	To improve their mastery of art and design techniques with a range of materials – collage. Children can: a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage;  Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, batik to create different textural effects;  Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect;  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Works of other artists	To learn about great artists, architects and designers in history. Children can: a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d I can experiment with the styles used by artists.  Use key vocabulary to demonstrate knowledge and understanding in this strand: Georgia O'Keefe, Sonia Delaunay, Chris Gryder, Pablo Picasso, Yayoi Kusama, Anthony Gormley.	To learn about great artists, architects and designers in history. Children can: a give detailed observations about notable architects', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c can research the work of an artist and use their work to replicate a style; d can explain the style of their work and how it has been influenced by a famous artist;  Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Warhol, Roy Lichtenstein, Frida Kahlo, Antoni Gaudi, Vivienne Westwood, Joan Miro, LS Lowry, Niviwaka Yovanawa, John Dyer.



## Assessment

Teachers monitor progress continually and adjust their teaching accordingly. Much of the learning covered in this subject is very much hands-on and kinaesthetic, providing practical learning so that skills learnt either in this teaching session or from previous years can be built on, become embedded and so ensure concrete learning.

Teachers assess the skills taught after each topic and complete an assessment sheet stating whether each individual child is below/expected/exceeding the age-related expectations in the areas taught. I then collate the data provided and identify areas for development.

In art last year **93%** of pupils achieved expected plus with **8%** exceeding expectations for their year group.

These results show all year groups are achieving highly in art.

Assessment is supported by the book scrutiny that takes part every year, where I can look through sketchbooks and at finished pieces of the children's work.

Previously, the analysis of sketchbooks and children's work led towards further developing the use of sketchbooks throughout the school. This has become an area of strength over the past couple of years. I introduced more artists and designers, where appropriate, to each year group to the start of each topic of work which has further embedded and enhanced the children's learning as well as inspiring their artwork. The children use their sketchbooks to research and collate information about the artist, or topic, finding facts, trying out their techniques and developing their own skills as well as creating their own pieces of work inspired by the artist or style ending with evaluating their own artwork at the end of a topic.



'Sketchbooks are a fantastic way to showcase and celebrate children's work, the children love looking back at their work from previous years and can see the progress they have made which in turn inspires them to work hard.'

### Monitoring, evaluation and review.

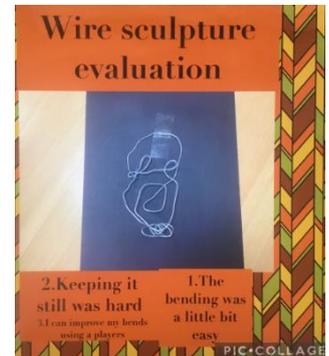
This includes looking at planning, displays, work samples, resources, photographs, listening to what teachers say, what pupils say and looking at the data provided by class teachers. Book scrutiny takes part during the year. This gives me the opportunity to see how art is being taught in each classroom, across a year group and throughout the school and to check that it

matches the curriculum map, progression map, long-term plans, and medium-term planning - meeting the learning objectives and skills required from the National Curriculum.

Planning is of a high standard and the new Art curriculum has provided the opportunity for many new and exciting art projects to engage and interest the children as well as build on the skills being taught across the key stage.

For example:

Year 4 study Picasso and have started making 3D sculptures of their own faces out of wire. Children use a photograph of their own face, make a line drawing without stopping over the top of their faces and then use wire to recreate the face outline. They then evaluate their work using PicCollage.



They also study Yayoi Kusama completing many skills including observational drawing, printing and collage.



Year 6 planning was updated to include painting alongside the artist John Dyer, from the Eden project to produce a painting inspired by the rainforest.



## Arts Week

A particular highlight this year, and every year, was our extremely successful Arts Week.

This year, for Arts Week, I signed up to **Sky Arts' Access All Arts** again (following fantastic Arts Weeks the previous two years) who provided most of the resources we needed to have an amazing week exploring THE ARTS. This took place from the 16<sup>th</sup> June to the 20<sup>th</sup> June.

The theme for the week was '**LIVE WITH THE ARTS**' and this was explored through sounds, marks, words, images and moves.

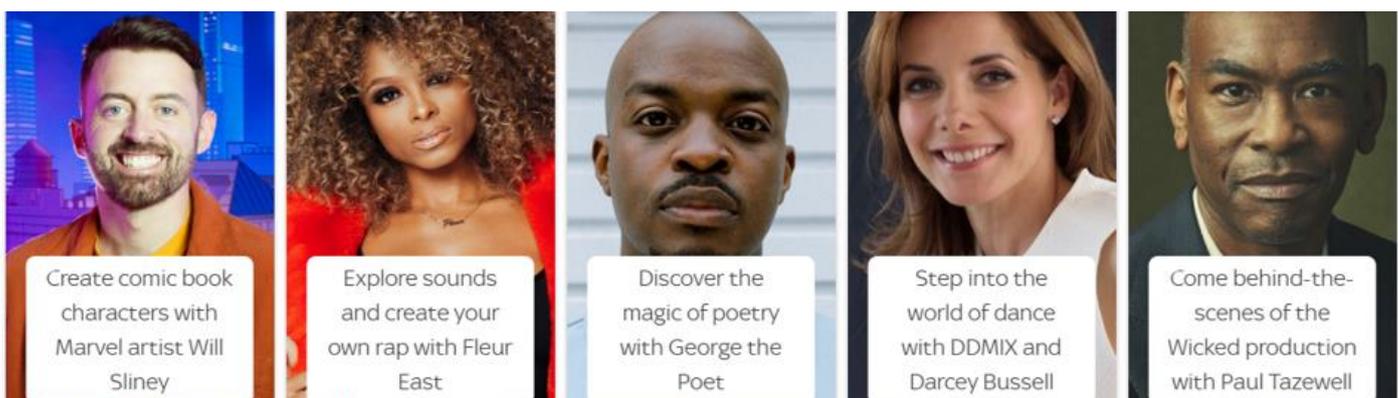


I allocated the lower juniors (years 3 & 4) and upper juniors (years 5 & 6) with one strand from each of the above modules. All the PowerPoints and resources needed, including videos introducing the activities, live lessons, lesson plans and challenge cards were saved in the R/Drive in a folder called Arts Week 2025 for the teachers to access.

	<b>SOUNDS</b>	<b>MARKS</b>	<b>WORDS</b>	<b>IMAGES</b>	<b>MOVES</b>
<b>LJ</b>	<b>instruments</b> <i>Daily soundtracks</i>	<b>2D</b> <i>A wild reimagining</i> <b>3D</b> <i>Hats &amp; headdresses</i>	<b>poetry</b> <i>Word mash-up poems</i>	<b>photography</b> <i>Tiny worlds, big perspectives</i>	<b>drama</b> <i>Magical doorways</i>
<b>UJ</b>	<b>singing</b> <i>Vocal layers</i>	<b>2D</b> <i>Monstrous <u>mash-ups</u></i> <b>3D</b> <i>Immersive art in a box</i>	<b>poetry</b> <i>Market of curiosities</i>	<b>film</b> <i>Wickedly wild wardrobe</i>	<b>dance</b> <i>Dance battle</i>



As the theme was LIVE WITH THE ARTS, **Sky Arts' Access All Arts Week** provided live lessons in each strand from a famous artist, musician, dancer, poet and costume designer.



Create comic book characters with Marvel artist Will Sliny

Explore sounds and create your own rap with Fleur East

Discover the magic of poetry with George the Poet

Step into the world of dance with DDMIX and Darcey Bussell

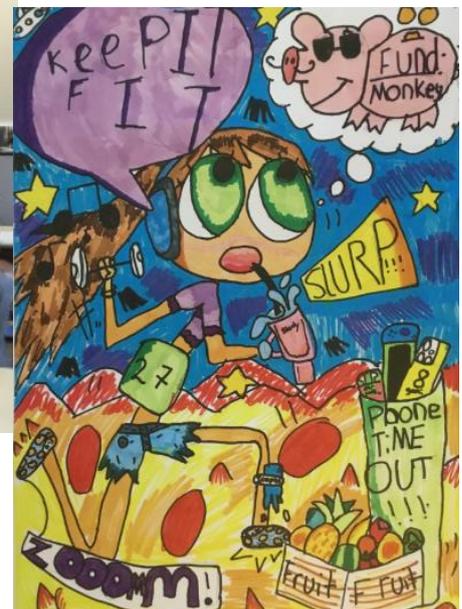
Come behind-the-scenes of the Wicked production with Paul Tazewell

To enhance the theme of LIVE WITH THE ARTS, I also booked the artist Stu Harrison who is an award-winning character designer and cartoon illustrator. He worked with Year 5 last year to produce the artwork that we framed and displayed in the school hall. Each class took part in a step-by-step workshop, for a morning or afternoon with another class, to produce their own cartoon drawings.

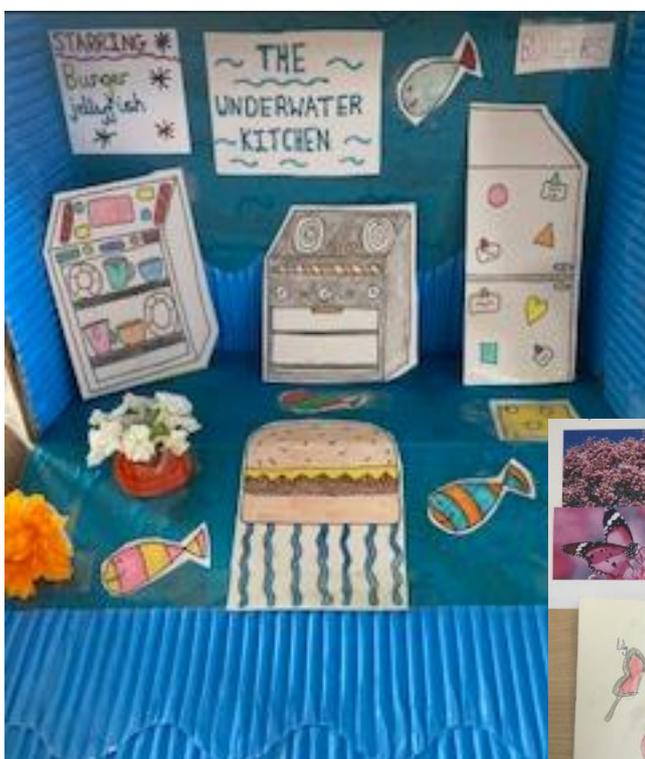


Time	Wednesday	Thursday	Friday
09.30 - 12.00	3B & 3KS	6P & 6C	5S & 5H
13.00 - 15.30	3W & 4M	4H & 4P	5R & 6W

Each group produced a different cartoon alongside Stu, then took them back to class to add colour.

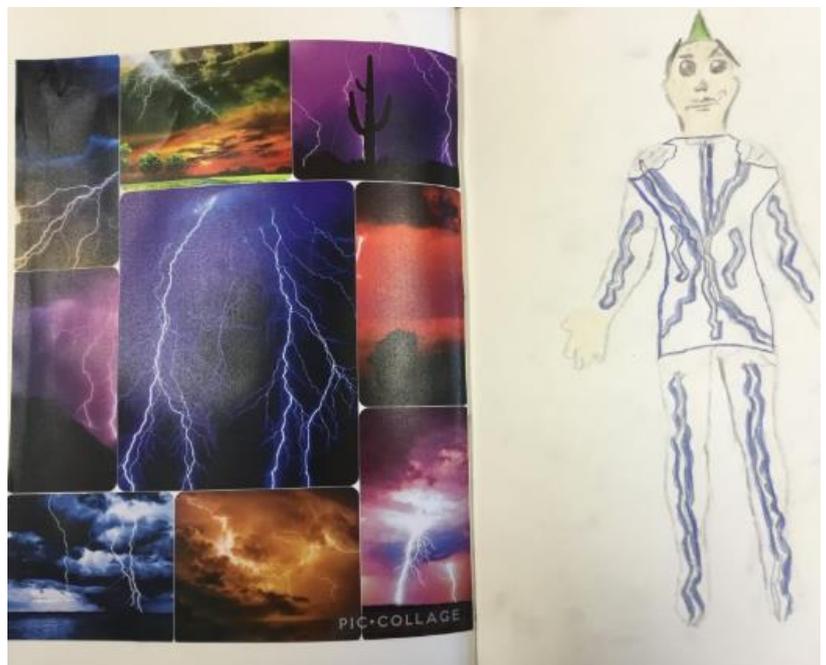
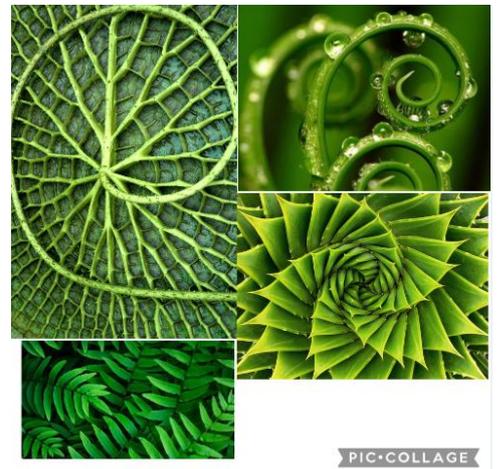


Children's work was displayed in the corridors for everyone to enjoy.



Arts week really brought the children's learning to life: the live lessons were packed with such engaging activities. The children in my class loved investigating colour and patterns for their mood boards and it brought together their learning from so many aspects of the Art curriculum. I'm looking forward to the next Arts Week already!





## Technology

Children continue to use iPads to create pieces of art using the Brushes app, PicCollage and have also been using iPads to research the topic or artist they are studying, recording findings into their sketchbooks. Year 4 make Picasso style faces using iPads by working in pairs to take photographs of their facial features (nose, ear, mouth, eyes) and put them together using PicCollage to create a new face inspired by Cubism. This year, Years 5 & 6 created mood boards inspired by nature based around a specific colour or theme from nature before designing an outfit.



## Curriculum Links

### Year 6 - Ambleside (Geography)

Two years ago, we took paints and sketchbooks with us on a walk during the Year 6 residential to Ambleside. Across three days, the children set off to walk Loughrigg with a sketchbook and watercolour paints in their backpacks. It was such a success, we decided to do it again this year but with smaller sketchbooks for ease of transportation!



The children, joined by some of the adults, sat and painted the landscape of Rydal Water. Children loved taking part in this activity, saying how 'calming' it was and received lovely comments from fellow fell walkers who thought it was a fantastic idea.



### Year 4 Trip (Geography)

Year 4 go on a trip around Crosby to look at the local area ending at the beach where they experience art in their local area through Antony Gormley's Iron Men installation. They take their sketchbooks with them and spend some time drawing the sculptures. When they return to school the children use their sketches to create a textile piece of art using the skill of Batik and create an Iron Man to attach to the centre. The shapes they create for the background are inspired by the shapes created on the sand by the tide which they also sketch on the beach.



## Year 5 Trip (History)

Year 5 visit The Museum of Liverpool to take part in a workshop learning about Anglo Saxon and Viking Britain. Whilst there they sketch some of the buildings seen out of the large windows as well as looking at the painting 'The Liverpool Skyline' by Ben Johnston commissioned for the 2008 Capital of Culture Year. When they return to school the children use their sketches to monprint a skyline of Liverpool onto a background painted using analogous colours painted with watercolour.



## Art Galleries

Art displays are valued at Forefield Junior School. There are galleries in the corridor showcasing art across the school as well as a gallery of the artists studied in each year group.



## Mental Health & Wellbeing

Art in Forefield Junior School plays an important role in supporting children's wellbeing and mental health. Through drawing, painting and making, children can express thoughts and feelings they may not yet have the words for, helping them manage emotions in a safe and creative way. Art activities also encourage mindfulness, build confidence and give children a sense of achievement, which can reduce stress and anxiety. By exploring creativity in a relaxed environment, pupils develop resilience, self-esteem and positive emotional wellbeing that supports their overall learning and development.

This is further supported through the work carried out by our Learning Mentor and Draw and Talk therapy carried out by one of our ELSA team.

## Pupil Voice

I asked some children about their experience of art in our school and have included some comments below:

*'I enjoy learning about all the different artists and all the different art cultures and art styles.'*

*'It has been amazing learning all about the different types of art in Year 3, 4 and 5.'*

*'I love Art, we learn about so many different things like Pop Art and architecture and so many different artists. My favourite topic was by Georgia O'Keeffe.'*

*'Art has been amazing because you get to paint, doodle and many more things. In Year 3 we made clay tiles, in Year 4 we did different shades and in Year 5 we learnt about Pop Art and Roy Lichtenstein and Andy Warhol.'*

*'Art in our school is amazing. Forefield Juniors is good at art and the teachers are too.'*

*'Art is very fun and relaxing at the same time. When we did printing in Year 5, it was very exciting.'*

*'Arts week was really fun because we got a tutorial to draw superheroes and do a cartoon workshop with a running character. In Year 4 we used wax with a Crosby Beach sunset and Pop Art in Year 5.'*

*'If I don't know or understand what I am meant to do I can ask for help and my teacher will help me with it.'*

*'Art is really exciting at Forefield because we make our own unique pieces by ourselves creating masterpieces that we can look back on in our art lessons.'*



## British Values

At Forefield Junior School we clearly understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of P.R.O.U.D. This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.



In our Art Curriculum we look at the following British artists:



Antony Gormley



Vivienne Westwood



L.S. Lowry



John Dyer

## Next steps.

- Support colleagues with teaching art through paired teaching.
- To plan Arts week with the support of staff.
- To review knowledge organisers for each topic.
- To continue to evaluate the effectiveness of assessment for art throughout the school.
- To organise an Art Gallery to celebrate children's work.

Thank you for taking the time to read my report. I am extremely **PROUD** of art at Forefield Junior School.

