



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 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 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:

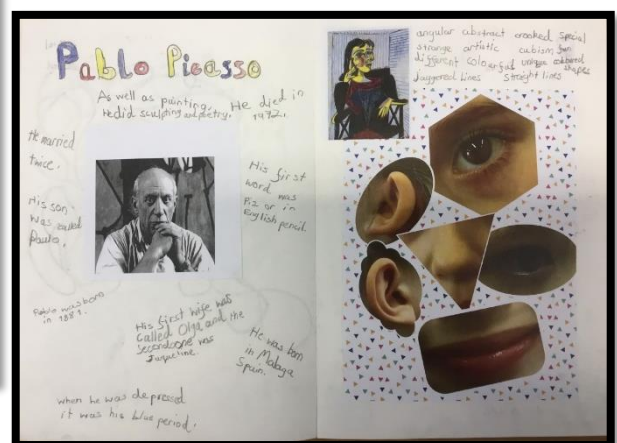
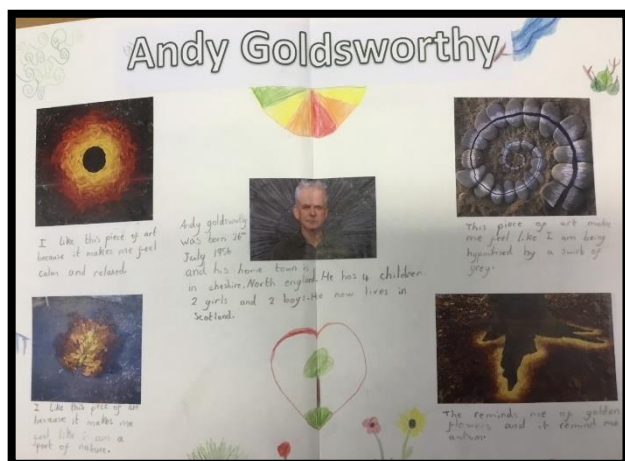
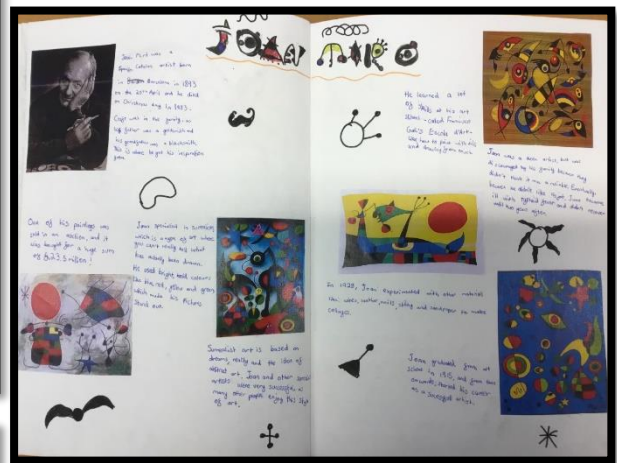
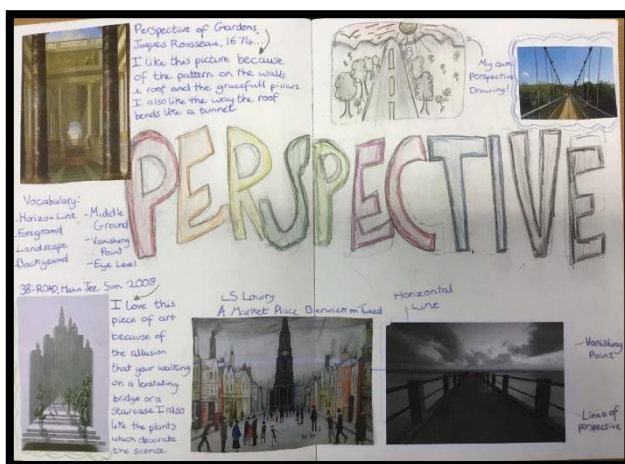
	Autumn Term	Spring Term	Summer Term
Year 3		Plant Art <ul style="list-style-type: none"> • Drawing • Colour • Printing 	Colour Mixing Sculpture
Year 4	Mark Making Colour Printing Peppers	Picasso <ul style="list-style-type: none"> • Drawing • Colour Mixing • Sculpture 	Anthony Gormley <ul style="list-style-type: none"> • Sculpture • Batik
Year 5		Architecture <ul style="list-style-type: none"> • Drawing • Printing Trip to Liverpool	Pop Art <ul style="list-style-type: none"> • Roy Lichtenstein • Andy Warhol • Bridget Riley Colour Mixing Frida Kahlo Modroc Modelling
Year 6	Drawing Joan Miro	L.S. Lowry <ul style="list-style-type: none"> • Painting & Perspective 	Watercolours Collage

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 become embedded and so ensure concrete learning.

Teachers assess the skills taught each term and complete an assessment sheet stating whether each individual child is below/at/above the Age Related Expectations in the areas taught. I then collate the data provided and identify areas for development.

This year, the analysis and a course I attended online led towards further developing the use of sketchbooks throughout the school. I have introduced artists, where appropriate, to each year group to start each topic of work. 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.



'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.'

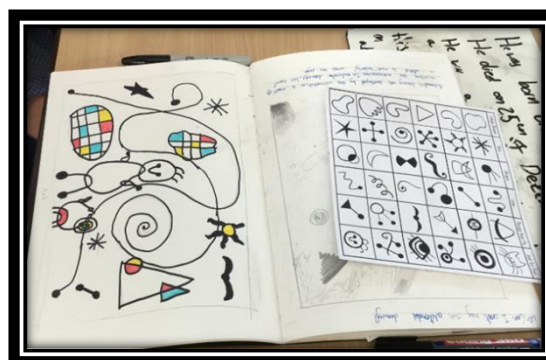
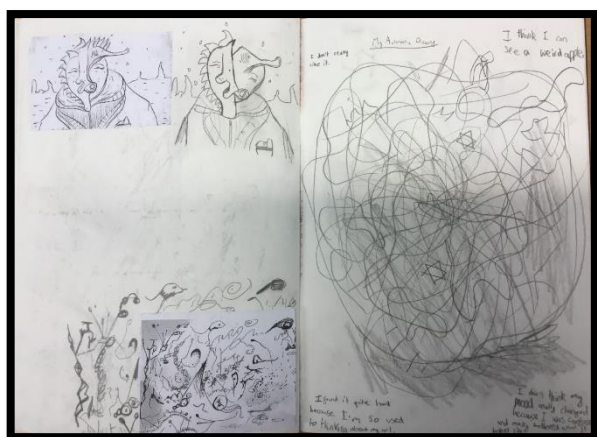
Monitoring, evaluation and review.

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.

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. For example, Year 5 study Pop Art and have been recreating their own versions of Pop Art inspired by Andy Warhol and Roy Lichenstein .





Year 6 updated their planning by studying Joan Miro focusing on drawing and colour work.



Current standards and progress.

A particular highlight this year was our extremely successful Arts Week. The whole school focussed on the art based on the theme for this year, ANIMAL KINGDOM.

Each year group was assigned an animal theme from around the world to work from. They also had a key art skill to include during the week and a key piece of music for listening/dancing. Resources were saved in the R/Drive as a starting point and I was able to support each year group with ideas for their artwork and resources needed.

YEAR 3 - CREEPY CRAWLIES - printing 	YEAR 4 - FLIGHTS OF FANCY - textiles (batik) 
Key piece of music: Flight of the Bumblebee (Nikolai Rimsky Korsakov)	Key piece of music: 'Spring' from The Four Seasons (Antonio Vivaldi)
YEAR 5 - AFRICAN PLAINS - sculpture (Modroc) 	YEAR 6 - INTO THE JUNGLE - collage 
Key piece of music: Shosholoza (traditional South African)	Key piece of music: L'Elefante from Carnival of the Animals by Camille Saint-Saens

'I really liked making a mosaic bee.' Year 3

'Batik is fun, a bit smelly but I like the way the wax stops the ink from colouring the cloth.' Year 4

'I love Arts Week. This year we made masks with Modroc, used pastels for landscapes and I loved using patterns to make my giraffe picture.' Year 5

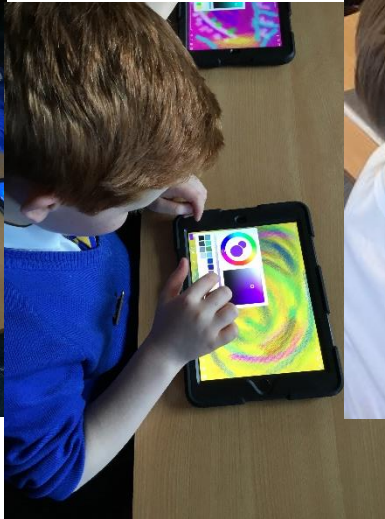
'Designing my animal mask was fun but I really liked making a collage of a parrot this year.' Year 6

All year groups designed and made a mask based on their theme and then used their masks to choreograph and perform a dance to the piece of music assigned to them by Mrs Harding.





Children continue to use iPads to create pieces of art using the Brushes app, Picollage and have also been using iPads to research the topic or artist they are studying, recording findings into their sketchbooks.



British Values

At Forefield Junior School we understand clearly 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.

Last year children and staff took part in creating a scarecrow for the Queen's Jubilee celebrations. My own class chose to have a visit from an artist that they studied in Year 4, Yayoi Kusama, who was influential in her field during the Queen's reign.



Outcome.

This can be seen in the development of skills in the children's sketchbooks and artwork.

Next steps.

- Continue to review changes made to the curriculum by the addition of new artists being studied.
- Support colleagues with teaching art especially the use of sketchbooks.
- Audit and purchase resources for arts projects.
- To plan Arts week with the support of staff.
- To monitor and adapt the progression map for art ensuring it is a reflection of the topics and skills taught across the year groups.