



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















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	1	2	1	2	1	2			
3		<p>Sonia Delaunay (Orphism)</p> <p>Drawing</p> <p>Colour</p> <p></p> <p></p>		<p>Georgia O'Keefe</p> <p>Drawing</p> <p>Colour mixing</p> <p>Printing</p> <p></p> <p></p>		<p>Chris Gryder</p> <p>Drawing</p> <p>3-D - clay tiles</p> <p></p> <p></p> <p></p>		<ul style="list-style-type: none">I can use sketches to record ideasI can record ideas from first hand observationsI can adapt and refine ideasI can experiment with showing line, tone and texture with pencilI can use pencil to show light and shadow effectsI can use different materials to drawI can show an awareness of space when drawingI can create a background using a washI can use varied brush techniques to create shapes, textures, patterns and linesI can mix colours effectively using the correct language: primary, secondary and tertiary coloursI can sculpt clayI can use inspiration from famous artists to replicate a piece of workI can express an opinion on and reflect on the work of artistsI can replicate patterns from observationI can make printing blocksI can make repeated patterns with precision	<p>canvas 2d, 3d, 4d flowing alive</p> <p>dramatic</p> <p>airy geometric</p> <p>similar diagram</p> <p>clay</p> <p>abstract continuous blend</p> <p>gentle</p> <p>bristly rectilinear</p> <p>ear</p> <p>arrangement</p> <p>drawing</p> <p>ink</p> <p>arrangement</p> <p>blurred bold</p> <p>harsh</p> <p>brushstroke</p> <p>asymmetrical</p> <p>atmospheric</p> <p>illustration</p> <p>media/medium</p> <p>background</p> <p>bold bright</p> <p>shadowy bumpy</p> <p>circular</p> <p>cheerful</p> <p>landscape</p> <p>metal balanced</p> <p>contour calm</p> <p>shady feathery</p>

YEAR 3



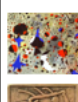
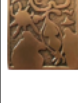





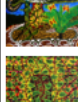

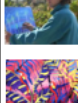
YEAR 4

4	<u>Yayoi Kusama</u> Drawing Collage Printing    	<u>Picasso</u> Drawing Colour mixing (tint & shade) 3-D - wire Collage   			<u>Anthony Gormley</u> 3-D Batik - textiles   	<ul style="list-style-type: none"> I can experiment with showing line, tone and texture with pencil I can use pencil to show light and shadow effects I can use different materials to draw I can show an awareness of space when drawing I can use sketches to produce a final piece I can question and make observations about starting points and respond positively to suggestions I can adapt and refine ideas I can mix colours effectively using the correct language: tint and shade I can create different textures and effects with paint I can print onto different materials using variety of colours I can experiment with the styles used by artists I can express an opinion on and reflect on the work of artists I can sculpt mouldable materials - wire I can replicate patterns from observation I can make printing blocks I can make repeated patterns with precision I can use more than one colour to layer in a print 	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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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"> I can review and revisit ideas in my sketchbook I can think critically about my artwork I can offer feedback to my work using technical vocabulary I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching I can use a variety of tools and select the most appropriate I can depict movement in my drawings I can create a colour palette, demonstrating mixing techniques I can use a range of paint (acrylic, poster water colours) to create visually interesting pieces I can plan and design a sculpture I can use tools and materials to carve, add shape, add texture and pattern I can use materials other than clay to create a 3D sculpture 	<p>different still life stone cone of vision flowing dark metallic irregular dramatic technique watercolour distance heavy/light deep powdery oblique dreamy/dreamlike textures wood fixed point of view horizontal delicate prickly pointed exciting focus loping 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>Nixie Waka Yawatawa</p> <p>Painting Watercolour Collage</p>    	<ul style="list-style-type: none"> I can review and revisit ideas in my sketchbook I can think critically about my artwork I can offer feedback to my work using technical vocabulary I can use feedback to make amendments and improvement to my art I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching I can use a variety of tools and select the most appropriate I can depict perspective in my drawings I can use a range of paint (acrylic, poster water colours) to create visually interesting pieces I can use a variety of paint techniques to create different patterns I can plan and design a sculpture I can use tools and materials to carve, add shape, add texture and pattern I can use materials other than clay to create a 3D sculpture I can develop cutting and joining skills I can explain the style of my work and how it has been influenced by a famous artist I can research the work of an artist and use their work to replicate a style I can give detailed observations about notable artists' and designers' work I can offer facts about notable artists' and designers' lives
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The learning objectives shown on the curriculum maps match those listed on the progression map, which was adapted this year, this ensures that the skills being taught during the art lessons show progression throughout the art curriculum.

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"> 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; 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. 			
Exploring and developing ideas.	<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ol style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; <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.</p> <p>Children can:</p> <ol style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use feedback to make amendments and improvement to my art; <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.</p> <p>Children can:</p> <ol style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; 		<p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; <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, colour , hammering, pattern, shape, tile, colour , arrange, collagraph .

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, L.S Lowry, Nixivaka 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.

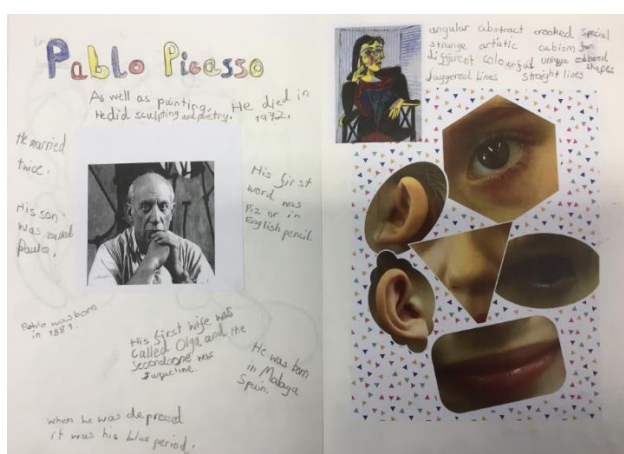
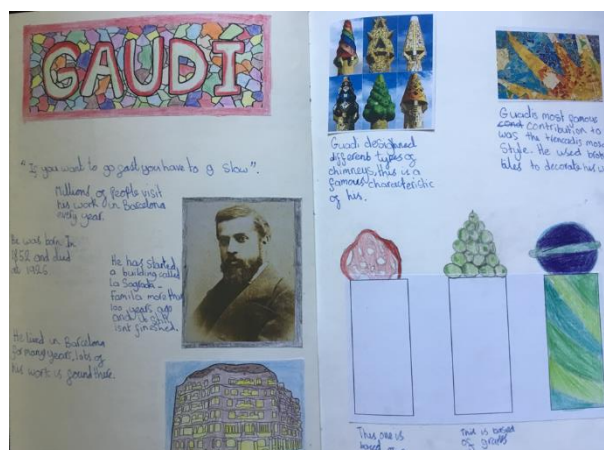
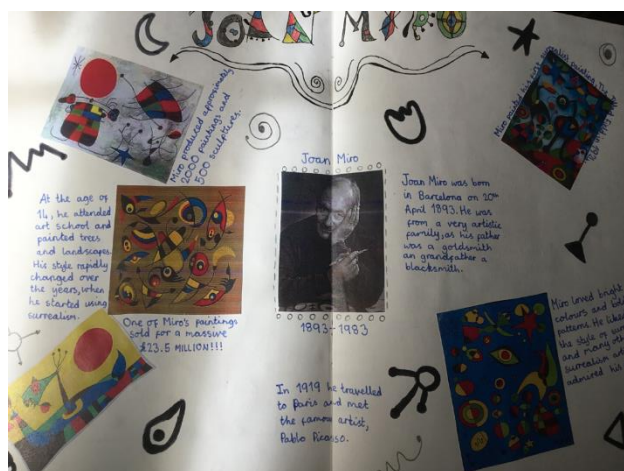
Teachers assess the skills taught after each topic and complete an assessment sheet stating whether each individual child is below/expected/exceeding the age-related expectations in the areas taught. I then collate the data provided and identify areas for development.

In art last year **92%** of pupils achieved expected plus with **20%** 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.

Last year, the analysis and a course I attended online led towards further developing the use of sketchbooks throughout the school. This has continued to be an area of development this year. I introduced more artists and designers, 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 as well as creating their own pieces of work inspired by the artist or style.



'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.'

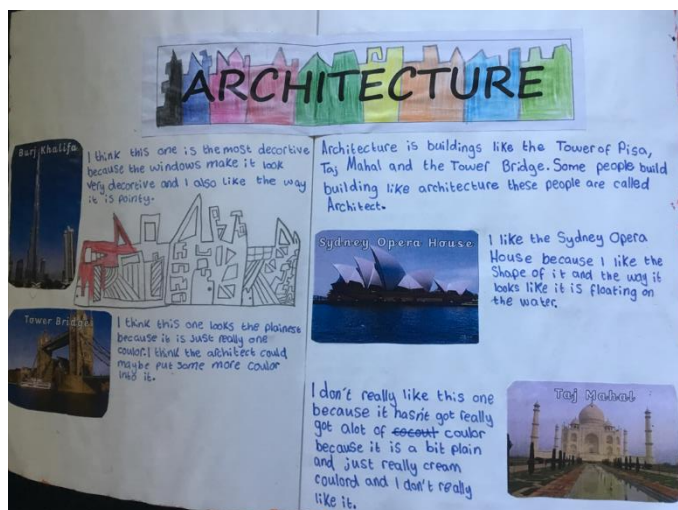
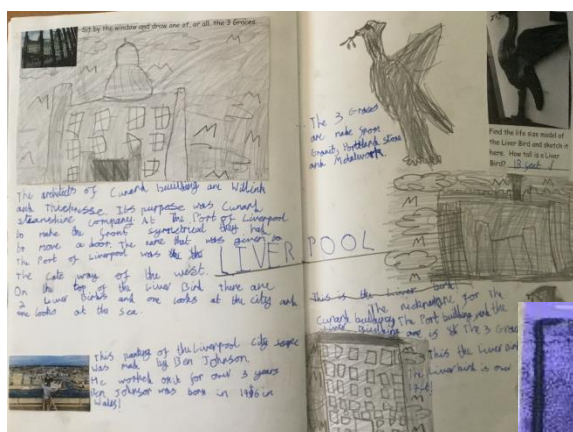
Monitoring, evaluation and review.

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.

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 5 study architecture so look at architecture around the world, the work of Antoni Gaudi as well as the buildings in Liverpool. This is enhanced by a trip to the Museum of Liverpool (introduced this year), where children can sketch and learn about the three Graces from inside the museum, leading to a printing project once back in school.



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 who provided all the resources we needed to have an amazing week exploring THE ARTS. This took place from the 19th June to the 23rd June.

The theme for the week was IDENTITY 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, lesson plans and challenge cards were saved in the R/Drive in a folder called Arts Week 2023 for the teachers to access.

	SOUNDS	MARKS	WORDS	IMAGES	MOVES
LJ	instruments	2D	poetry	photography	drama
UJ	singing	3D	poetry	film	movement



After watching the art videos and thinking about the work the children would produce, I thought more about the theme IDENTITY. I included some ideas for year groups to try to show more of the children's identity through artwork. The faces and hands, I suggested, could include more about their beliefs & values, personality, culture & heritage, family, places they have visited & where they live, friendships, hobbies & interests, and special possessions.

I also felt that a person's name is part of their identity so also suggested some work using the children's names for each year group.

YEAR THREE	
	
YEAR FOUR	
	
YEAR FIVE	
	
YEAR SIX	
	



A display was created in the Studio, showcasing artwork produced by each class during the week. Mr Swift also organised for each class to complete a section of the portrait of Vincent van Gogh, using their chosen medium, to reveal during the Proud assembly at the end of the week. This was the central focal point of the display, as seen below:



World Book Day

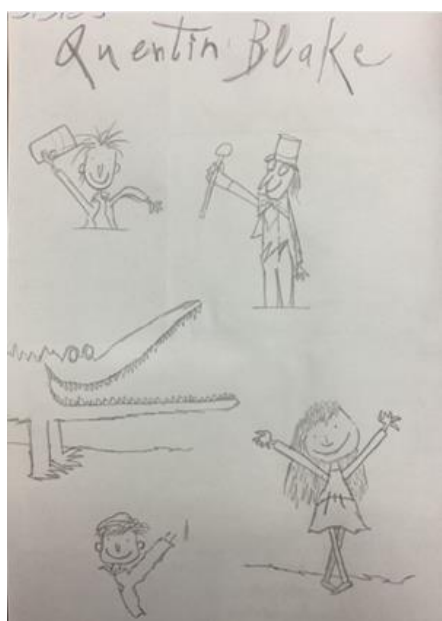
This year, as part of World Book Day, the children looked at illustrators. Each year group was assigned an illustrator to learn about and recreate their illustrations.

Year 3 - Judith Kerr

Year 4 - Chris Mould

Year 5 - Quentin Blake

Year 6 - Charlie Mackesy



Technology

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



Ambleside

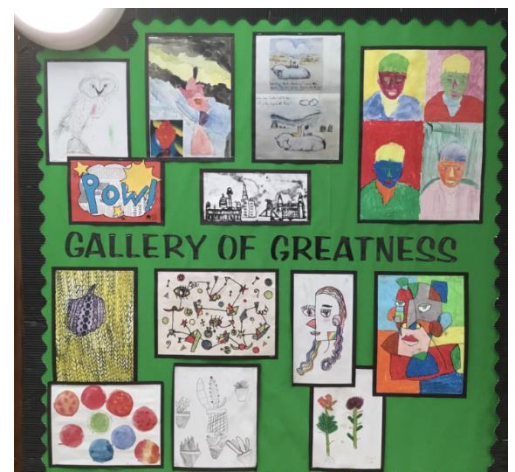
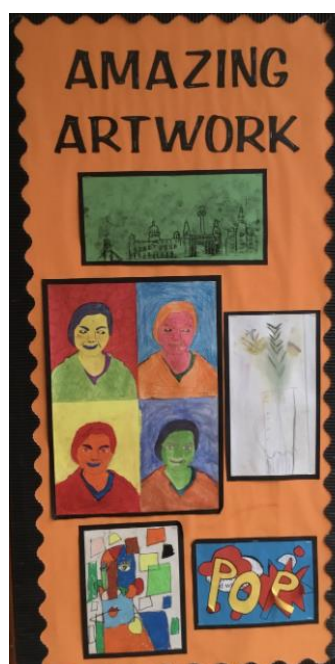
This year we decided to take paints and sketchbooks with us on a walk during the Year 6 residential to Ambleside. Across three days, the children set off to walk Loughrigg with a sketchbook and watercolour paints in their backpacks.

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.



Art Galleries

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



Inter school deep dive.

Last year, in July, we took part in an inter school deep dive in Art. This gave the Art lead at each school involved the opportunity to visit the schools, look at their curriculum, observe some lessons, speak to some children, and set targets for development.

Schools involved:

- Chesterfield High School
- Forefield Infant School
- Waterloo Primary School
- Valewood Primary School
- Forefield Junior School

What we looked at:

- Question and answer session
- Curriculum map
- Progression map
- Book share
- Learning walk - art in the school
- Classroom drop-ins

The Art leads found that our areas of strength were:

- Art is clearly valued around the school. There is a visible presence across the school.
- Students are confident and keen to talk about the art they do in lessons.
- Students have clear knowledge of techniques used; Artists that have been studied.
- A wide range of both artists and designers studied.
- A diverse mix of artists including female artists/LGBTQ+/ age and ethnicity.
- Artists and designers are linked by themes such as using Kahlo with Vivien Westwood.

Our development points are:

- Knowledge organisers in the process of being developed include artist information, key vocab, key skills and techniques, examples of artist's work and WAGOLL examples from previous students.
- Simplify medium term planning making it more accessible.

This will help inform my action plan for art this year, and my next steps at the end of this report.

Pupil Voice

'Art is fun because you can do all sorts of activities, you can paint and draw and make amazing pieces of art.'

'Art is fun. I enjoy arts week.'

'I like art because I like making sculptures.'

'We do lots of different types of art, like Pop Art, where we get to use lots of colours.'

'Learning about warm colours and cool colours is really fun because it is interesting.'



'I liked learning about Yayoi Kusama and her use of polka dots. I like using polka dots because I think they make a nice pattern.'

'Art week was so much fun because I love art.'

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.



This year, we created a display that celebrated the reign of the late Queen Elizabeth II along the hall corridor.

This acted as a book of condolence for the Queen with all children and staff having the opportunity to sign an outline of her head.

Later in the year, we commemorated the coronation of King Charles III by producing bunting to decorate the railings at the entrance to the school. (Thank you for the positive comments from the governors.)



Next steps.

- Support colleagues with teaching art.
- Audit and purchase resources for arts projects.
- To plan Arts week with the support of staff.
- To produce knowledge organisers for each topic.
- To support the rewriting of medium-term planning following the updated curriculum map and progression map.

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