



## Art

### Statement of Intent

At St Giles Junior School Art and Design is fully inclusive to every child. Our aims are to deliver a curriculum which is accessible to all, fulfil the requirements of the National Curriculum for Art and Design and to maximise the development of every child's ability and academic achievement. We will provide a broad and balanced curriculum, ensuring the progressive development of children's knowledge and skills.

Through our curriculum, we will enable children to observe and record from first-hand experience and from imagination, develop their competence in controlling materials and tools as well as acquiring knowledge and becoming proficient in various art and design techniques and processes. Our children will begin to develop an awareness of the visual and tactile elements of art and design including; colour, pattern and texture, line and tone, shape, form and space. We endeavour for our pupils to foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, increase their critical awareness of the roles and purposes of art and design in different times and cultures. They will analyse works using the language of art and design and develop a cross-curricular approach to the use of Art and Design in all subjects.

Art and Design teaching at St Giles instils an appreciation and enjoyment of the visual arts. It stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and Design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

The aims of teaching Art and Design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Implementation**

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art lessons focus on knowledge and skills stated in the National Curriculum. At St Giles, we ensure that Art and Design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.



Throughout the year the children will experience;

Topic related artwork which is linked to their current Humanities topic. This may also be related to an artist/style of artwork but must be related to their topic.

Specific Skills used in art and design which must be recorded in sketch books. Teachers plan using a suggested medium/focus which must be covered from progression of skills document.

Students are taught about a discrete artist and will complete work around a study of that artist. Teachers are given a list of suggested artists to choose from therefore ensuring coverage is appropriate.

## Curriculum long-term plan

 <b>St. Giles Junior School Art Long Term Plan 2019-2020</b> 						
Year Group	Autumn		Spring		Summer	
3 Topic ART/DT	Is it better to be a child now than in the past? (Life for children in the past – Tudors, Victorians, Saxon) <b>Food (D&amp;T)</b>	Where on Earth are we? (Seas, Oceans, Continents and time zones) <b>Topic – Art skills</b>	What was new about the stone age? (stone age life in Britain) <b>Artist study</b>	Can the Earth shake, rattle and roll? (Earthquakes and volcanoes) <b>Materials (D&amp;T)</b>	What Happened when the Romans came? (Roman Britain) <b>Textiles (D&amp;T)</b>	Do you like to be beside the seaside? (contrasting localities) <b>Art - Topic related</b>
	Victorian, Tudor, Anglo-Saxon art J.M.W. Turner Edible Garden	Pencil sketching techniques	Topic based art - Cave painting T.S Lowry	Kites	Puppets	Landscape art Seascapes
4/5 Topic ART/DT	Why should we remember the Maya? (Looking at the life of the Mayan's and why they died out) <b>Art- Topic related</b>	How is our country changing? (find out about the regions of the U K, discovering how some of these areas have changed over time) <b>Construction (D &amp; T)</b>	Why should we thank the Ancient Greeks? (Social, political and cultural aspects of Ancient Greek life) <b>Topic -Art skills</b>	What is it like in the Amazon? (Life there, destruction and conservation of) <b>Artist study</b>	What impact did the Anglo-Saxons have? (explore the Anglo-Saxons and why they came to Britain) <b>Materials (D&amp;T)</b>	Where should we go on holiday? (learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate) <b>Mechanics (D&amp;T)</b>
	Basic sketching skills: shading, colour mixing Miro V Matisse Mayan mask design and creation	Bridge to Lapland	Links: Hoplite art	Henri Rousseau: Rainforest art	Anglo-Saxon purses/money carriers	Musical Toy – (gears/pulleys/levers/linkages & cams)
6 Topic ART/DT	How did World War II impact on our local area? (WW2, impact on the local area) <b>Food/cooking Art Topic Related Construction/Model making (D&amp;T)</b>		Where does all of our stuff come from? (trade, imports, exports and local economy) <b>Art skills Construction/Materials (D&amp;T)</b>		How will our World look like in the future? (consider the past, present and future of their local area) <b>Artist study Mechanics/moving parts (D&amp;T)</b>	
	Sketching Tanks and Spitfires Cooking – carrot biscuits	Structure linked to WW2  Electricity and D+T link – Design a machine to clean up litter <a href="https://www.stem.org.uk/elibrary/resource/35626">https://www.stem.org.uk/elibrary/resource/35626</a>	Colour mixing Shading Recreating half a Picasso	Felt phone cases	Teachers choice post SATS TBC	

The Art and design curriculum at St Giles is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their Art and Design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching Art and Design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

### Coverage of skills

The following grids include all of the skills that are taught in each year group and briefly what is covered. It shows the progression of these skills as students move up through year groups and how they build on the previous year's skills. Pupils are aware of these and evaluate these periodically with their teachers and sign them off in their sketch books.

### Art and Design Progression of skills Y3

<i>I can use sketches to produce a final piece of art.</i>
<i>I can use different grades of pencil to shade and to show different tones and textures.</i>
<i>I can create a background using a wash.</i>
<i>I can use a range of brushes to create different effects in painting.</i>
<i>I can identify the techniques used by different artists.</i>
<i>I can use digital images and combine with other media.</i>
<i>I can use IT to create art which includes my own work and that of others.</i>
<i>I can compare the work of different artists.</i>
<i>I can recognise when art is from different cultures.</i>
<i>I can recognise when art is from different historical periods.</i>

## Art and Design Progression of skills Y4

I can use marks and lines to show texture in my art.

I can use line, tone, shape and colour to represent figure and forms in movement.

I can show reflections in my art.

I can print onto different materials using at least four colours.

I can sculpt clay and other mouldable materials.

I can integrate my digital images into my art.

I can experiment with the styles used by other artists.

## Art and Design Progression of skills Y5

I can identify and draw using marks and lines to produce texture.

I can successfully use shading to create mood and feeling.

I can organise line, tone, shape and colour to represent figures and forms in movement.

I can use shading to create mood and feeling.

I can express emotion in my art.

I can create an accurate print design following criteria.

I can research the work of an artist and use their work to replicate a style.

## Art and Design Progression of skills Y6

*I can explain why I have used different tools to create art.*

*I can explain why I have chosen specific techniques to create my art.*

*I can explain the style of my work and how it has been influenced by a famous artist.*

*I can over print to create different patterns.*

*I can use feedback to make amendments and improvement to my art.*

*I can use a range of e-resources to create art.*

### Organisation, provision and time

Art and Design is delivered within a whole school approach which includes:

- Dedicated curriculum time taught in accordance with the long term curriculum plan x 3 half terms per year this will be taught weekly or in a block. It is at the teacher's discretion which term they allocate to which aspect of the Art and Design curriculum that needs to be covered, however all 3 areas should be covered by the end of the year.
- Teaching Art and Design as well as making links wherever possible through and in other subjects/curriculum areas
- The use of sketchbooks to record work
- The use of Knowledge Organisers so children have access to key knowledge, language and meanings in order to understand and readily apply to their work in Art and Design and across the wider curriculum
- Educational visits- where applicable links to Art and Design will be made to develop the children's learning experiences

## Impact

Within Art and Design at St Giles, we strive to build a curriculum which develops learning and results in the acquisition of knowledge and skills for all children. We aim to design a curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating artwork as set out in the National Curriculum so that children can reach and exceed their potential at St Giles Junior School and beyond. Our Art curriculum is planned to demonstrate progression. We focus on progression of knowledge and skills throughout Key Stage 2 and the impact of our curriculum will be measured by the following:

- Children will achieve age related expectations in Art and Design at the end of their cohort year
- Children will retain knowledge about their focus artists for each unit of work
- Children will understand what being an artist means
- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning (uploaded to Seesaw)
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

## Assessment and Recording

Children are informally assessed in Art and Design by staff throughout their work and the reports given to parents during the year will reflect this as well as parent consultations. Recording of evidence of artwork will be in a variety of forms e.g. photographs as well as practical work. It will be referred to in planning. Children's work will be recorded and kept in individual sketch books. Feedback will be given to children either verbally or in written form as appropriate to the piece of work. Children will be given time to reflect on what they have learnt and revise the key skills they have learnt periodically throughout the year.

Subject Leader Miss S Veasey 2019-2020