

Thames View Junior School

Mr James Smith – Executive Headteacher
Mrs Sandy Sanghera – Head of School
Miss Chloe Woodington – Deputy Headteacher
Mr James Hall – AHT & Inclusion Lead



Art & Design Policy

September 2026

Updated: July 2026

Reviewed by: Gurpreet Uppal

Next review date: July 2029



Office@Thamesviewjunior.com
02045119240
www.ThamesViewJunior.com

Contents

<u>1. Introduction & Aims</u>	<u>3</u>
<u>2. Intent.....</u>	<u>3</u>
<u>3. Implementation</u>	<u>4</u>
<u>4. Impact</u>	<u>5</u>
<u>5. Sources and References.....</u>	<u>5</u>
<u>6. Procedure and Practise</u>	<u>6</u>
<u>7. Organisation</u>	<u>6</u>
<u>8. Resources</u>	<u>7</u>
<u>9. Staff Development</u>	<u>8</u>
<u>10. Monitoring & Evaluation.....</u>	<u>8</u>
<u>11. Monitoring Arrangements</u>	<u>8</u>

1. INTRODUCTION & AIMS

Art has a significant and valuable role to play in the overall ethos of our school. The purpose of studying art and participating in the learning at Thames View Junior School follows the purpose outlined in the National Curriculum:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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.”

National Curriculum 2014

2. INTENT

INTENT

Art in our school makes a significant contribution to the emotional and creative development of our pupils. We aim to give our children the knowledge they need to understand key artistic concepts, tools and techniques, along with a rich experience and critical appreciation of the work of artists, designers and craftspeople from many different of cultures and contexts, time and places. Through their growing knowledge and practical experiences with a variety of media, the children develop their creative and aesthetic understanding. We aim to encourage the children to take a pride in their own achievements and to respect their own and others’ work.

The arts enrich the quality of our experiences, providing rewarding activities that inspire, inform, stimulate, challenge and entertain. Arts activities help develop the capacity to formulate and communicate ideas and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Involvement in the arts helps to foster a positive attitude among pupils by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. We also emphasise that this is an inclusive involvement, which helps pupils acquire an important sense of belonging as well as building the self-confidence they need to do well and make their first steps towards higher education and employment. Art and design activities should allow children to develop their own thinking and questioning skills. This will enable them to gain knowledge and understanding of the world around them and its people, and prepare them for the future.

The aims of the Art and Design curriculum will enable children to:

- ✓ Combine ideas and thoughts with senses and emotions
- ✓ Value diversity and individuality
- ✓ Have time for reflection
- ✓ Promoting innovation, risk taking and problem solving
- ✓ Develop a positive awareness of different cultures and traditions
- ✓ Articulate their own ideas and develop the ability to make critical judgments
- ✓ Promote playfulness and curiosity, sensitivity, empathy and intuitiveness
- ✓ Collaborate with other people and take the views of other people into account
- ✓ Be independent and develop imagination
- ✓ Develop confidence and resilience
- ✓ Acquire new skills and encourage experimentation in art and design
- ✓ Be excited, absorbed and motivated

3. IMPLEMENTATION

Curriculum

Teaching and Learning of Art & Design at Thames View Junior School

At Thames View Junior School, we are following the 2014 National Curriculum for the teaching and learning of art and design skills. Art and Design is taught each term, alternating with Design Technology. The Art and Design Unit support the learning in the wider curriculum subjects. Thames View Junior uses Cornerstones as a foundation for the curriculum.

Thames View Junior School				
Whole School Art and Design Overview				
	AUTUMN TERM 2	SPRING TERM 2	SUMMER TERM 2	End of Year Art Week
YEAR 3	DRAWING Through the Ages <u>Study of Stone Age CAVE Paintings</u> Outcome: Cave art Media: Chalk Pastels and Charcoal Element focus: LINE & TONE	DRAWING & 3D SCULPTURE Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> Outcome: Clay sculpture Media: Sketching Pencils & Clay Element focus: LINE & FORM	TEXTILES Emperors and Empires Study of Roman Military and Civic Textiles Outcome: Textile Roman Standard (mini hanging banner or shield emblem) Media: Fabric, felt, threads, yarn, buttons, sequins, fabric glue and card backing. Element focus: TEXTURE & PATTERN Visit: National Gallery - Roman myth paintings	DRAWING and PAINTING Study of <u>Georgia O'Keeffe</u> Outcome: Flower painting Media: Watercolours & Oil pastels Element focus: LINE, SPACE and COLOUR
YEAR 4	DRAWING & PRINTING Invasion <u>Study of Friedensreich Hundertwasser</u> Outcome: Adventure Landscape Media: Oil Pastels & Felt tips Element focus: LINE & COLOUR	DRAWING & PAINTING Misty Mountain, Winding River <u>Study of David Hockney</u> Outcome: Landscape Painting Media: Oil Pastels & Watercolours Element focus: LINE & COLOUR	TEXTILES Ancient Civilisation <u>Study of Pablo Picasso</u> Outcome: Self Portrait in Cubist style Media: Textiles & fabrics Element focus: TEXTURE & PATTERN Visit: National Portrait Gallery	DRAWING and PAINTING Study of <u>Hokusai</u> Outcome: 'The Great Wave' Media: Chalk pastels & Acrylic paints Element focus: LINE, COLOUR and TEXTURE
YEAR 5	3D SCULPTURE Ground Breaking Greeks <u>Study of Greek Art</u> Outcome: 3D Greek Vase Media: Sketching pencils & Clay Element focus: LINE, FORM & SHAPE Visit: British Museum - Greek Vases	DRAWING & PAINTING Investigating Our World <u>Study of Van Gogh</u> Outcome: Sunflower Painting Media: Chalk Pastels & Acrylic Paint Element focus: LINE & COLOUR	TEXTILES Off with Her Head! <u>Study of Alma Woodsey Thomas</u> Outcome: Abstract woven artwork Media: Yarn, fabric strips, weaving card/ looms Elements focus: TEXTURE & PATTERN	DRAWING and PAINTING <u>Study of Nixiwaka Yawanawa</u> Outcome: Spirit of the Rainforest Media: Oil Pastels & Watercolours Drawing and painting Element focus: COLOUR, SPACE and SHAPE
YEAR 6	DRAWING & PAINTING Maafa <u>Study of Kehinde Wiley</u> Outcome: Self Portrait Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours Element focus: LINE, TONE & COLOUR	Summer Term 2 - DRAWING Frozen Kingdoms Study of <u>Beatrix Potter</u> Botanical Artists and <u>Veronica Lamb</u> Outcome: Observational drawing of fruit, vegetables and shells Media: Sketching pencils Element focus: TONE & LINE	DRAWING & PAINTING Britain at War <u>Study of Paul Nash</u> Outcome: Abstract War Art Seascapes & Landscapes Media: Sketching pencils, chalk, charcoal & Oil pastels/paints Element focus: SHADE, TONE & COLOUR Visit: Tate Modern London	TEXTILES <u>Study of Frida Kahlo</u> (focus on symbolism, Mexican identity, flora and fauna) Outcome: Self-portrait with decorative parrot(s) Media: Mixed media – paint, foil, felt, fabrics, beads, embroidery thread Element focus: TEXTURE & PATTERN

Sketchbooks

Every pupil has a sketchbook which are the primary record of an individual child's efforts and work in art. They will be used as evidence for assessment and reporting purposes, as well as monitoring of the teaching of the subject. Teachers should ensure that the objective of the lesson is clear to all pupils and recorded in their sketchbooks with work recorded beneath. The date should also be recorded on each used page of the sketchbook.

Sketchbooks should be used for:

- working out ideas, plans and designs, in which the children explore their own ideas
- keeping a visual record of their observations made from a range of first-hand resources; this should be done on a regular basis
- recording, exploring and storing visual and other information, such as notes and selected materials, which can be used for reference
- collecting materials, such as postcards, fabric designs and wrapping paper, which they feel could be an inspiration for their own work

Trips and Visits

Every pupil should go on at least one school trip at year where the focus of the learning is Art and Design in order to develop pupils' understanding and appreciation of art in different locations and in different media.

4. IMPACT

Feedback and Marking

Children will learn to evaluate their own work and are encouraged to consider their work objectively against the knowledge and skills they are developing. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in Art and Design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. This will be done by the teacher offering verbal feedback.

Expectations

By the end of Key Stage 2 it is expected that most children will be able to:

- Record from experience, imagination and first-hand observations, developing and realising their ideas with confidence.
- Select and record visual and other information in a sketchbook.
- Experiment with, control and select ideas, media and visual elements for different purposes.
- Identify ways to develop and improve their work.
- Evaluate their own and others work, using an appropriate vocabulary, showing an understanding of how and why the work was made.

Inclusion

We are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

5. SOURCES AND REFERENCES

Art and Design Programmes of Study: Key Stages 1 and 2 (National Curriculum in England) (Statutory Guidance).

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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, they should be able 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.

Aims:

The national curriculum for art and design aims to ensure that 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art and design – key stages 1 and 2

Subject content

Key stage 2

Pupils should be taught 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.

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.

6. PROCEDURE AND PRACTISE

At Thames View Junior School, we believe Art and Design should inspire creativity, imagination and confidence in all children. Art is inclusive and provides every pupil with opportunities to develop practical skills, express ideas and appreciate the work of artists, designers and craftspeople.

Class teachers are responsible for planning and delivering high-quality lessons with clear learning objectives and outcomes. The Art Subject Leader monitors planning, teaching and assessment, supports staff and manages resources. The nominated governor oversees the effectiveness of Art and Design across the school.

7. ORGANISATION

The Art and Design curriculum is planned to meet the requirements of the National Curriculum and is taught through the school's curriculum projects. Pupils progressively develop skills in drawing, painting, sculpture, printmaking, collage and mixed media. Sketchbooks are used to develop ideas and record learning, and children study a diverse range of artists. Artwork is celebrated through whole-school display and Art exhibitions where appropriate.

8. RESOURCES

- **Cornerstones Curriculum** is the main planning resource for Art & Design, providing half-termly thematic projects that integrate art with other curriculum subjects.
- **A wide range of art materials**, including those for:
 - Drawing
 - Painting
 - Collage
 - Printmaking
 - 3D/sculpture work
 - Mixed media exploration
- **Sketchbooks** are used throughout KS2 to develop and practise:
 - colour
 - pattern
 - texture
 - line
 - shape
 - form
 - space
 - recording ideas and evaluations.
- **Artist studies**, with pupils exploring a variety of significant artists and using their work as inspiration for creating original artwork.
- **Subject-specific vocabulary** to help pupils discuss, evaluate and critique artwork using appropriate artistic language.
- **Cross-curricular resources**, linking art with wider Cornerstones topics to deepen understanding across subjects.
- **Displays and exhibitions** where pupils reflect on, evaluate and celebrate completed work as part of the "Express" stage of the Cornerstones approach.

These resources support the aims of the Thames View Junior Art curriculum by enabling pupils to:

- develop practical artistic skills;
- experiment with a range of media and techniques;
- learn about artists and artistic traditions;
- evaluate their own and others' work;
- build creativity and confidence in preparation for KS3 Art.

9. STAFF DEVELOPMENT

All staff involved in promoting, supporting or leading Art & Design are provided with regular opportunities for continuing professional development. All staff will attend a planned INSET with aims to improve the quality of teaching across the whole school. All Adults involved in and out of school hours provision have appropriate training/qualifications and have undergone a CRB check.

Involving staff and parents/carers

Staff and parents/carers are consulted and involved in decision about, and the delivery of Art & Design through questionnaires. Information is sent out to parents/carers highlighting the benefits of Art & Design for their children, the ethos of the school and the opportunities available at the start of each year. The school's activity facilities are made available for staff and parents/carers to use during school.

Community Links

The school links with other relevant individuals and organisations in the community, to utilise the available expertise and enhance the quality and range of provision. Children and young people are made aware of Art & Design opportunities beyond school through a variety of means.

Consultation

Children, young people, staff and parents/carers are consulted and involved in decisions about the range and type of Art & Design opportunities offered. Consultations take place through the school council, pupil voice, staff meetings, and a short questionnaire at various points throughout the year. The school takes steps to remove barriers to participation identified by consulting with children and young people and, where possible, involves them in these developments.

10. MONITORING & EVALUATION

Assessment and recording

Evidence of work completed should be retained as a working record for the children. In Key Stage Two, this should be in the form of a sketch book. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Portfolio. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.

Each term the teacher will fill in the assessment for each child's learning in art on a spreadsheet. The skills assessed are Drawing & Mark-Making, Painting & Colour, Sculpture & 3D, Printing & Mixed Media and Evaluating & Refining Work. Information on a child's progress in Art & Design will be communicated to parents in the written report once yearly.

11. MONITORING ARRANGEMENTS

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.