

Crich Junior School



Art

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



This document is a statement of the aims, principles and strategies for the teaching of Art and design at Crich Junior School. It has been formulated in line with the aims and principles of the 2014 National Curriculum for art, as well as with guidance taken from the National Society for Education in Art and Design

What is art ?

We see art as a means of communication and expression. It is the analysis of all that can be visually represented but can also provide tactile experiences. It involves the work of artists, crafters and designers. It is concerned with making informed judgements, developing visual perception and communicating ideas. We therefore recognise the value of art as it can provide our children with a way of learning and communicating through direct experience. Art presents opportunities for individual expression and interpretation and in doing so, develops skills, enhances skills and aids personal growth.

What does art offer in our school?

- It functions as a natural, visual language of communication
- It enables exploration of images from different cultures, civilisations, religions and art movements/periods from around the world
- It provides opportunities for problem solving, evaluation and development of ideas
- It enables a translation of the visual world into elements appropriate for designing and creating
- It encourages an appreciation and awareness of the visual forms that are ever present in everyday life
- It encourages exploration of line, tone, colour, pattern, texture, shape, form and space

Art is important because it provides us with a means of learning, understanding and communicating. Though art is a subject in its own right, it compliments the other curriculum areas by acting as a stimulus, by supporting learning and through displays and as so many learning experiences are reinforced visually, art can be employed as a learning tool throughout the school. Its importance is recognised through the quality experiences we provide in art lessons and in the way we value and display children's art work. It is an essential feature of a broad and balanced curriculum. It is the school's intention that art engages children in practical tasks, whilst providing a means of communication and a visual understanding of the world around them.

At Crich Junior School , we want children to look at art, know about art, respond to art and make art

We want our children to develop a visual literacy by experiencing a diverse range of artists, designers, artworks and art styles from a wide range of historical and cultural backgrounds. We believe this will empower to analyse the visual world as well as developing their confidence to arrive at their own opinions and judgements.

The art curriculum will enable children to both progress and develop artistically by providing a range of experiences to extend their knowledge and understanding of art, as well as opportunities to investigate and make art.

We aim to:

- Provide a school environment, which will encourage and develop aesthetic awareness
- Provide opportunities to explore a wide range of art and design based activities in an atmosphere in which children feel safe and confident to explore their practical experiences
- Develop sensitivity and perception
- Enable experiences using a wide range of materials and techniques
- Encourage creativity through first hand experience
- Give our children the ability to understand the world in visual and tactile terms through: the exploration of pattern and texture in both natural and man made forms; colour theory; line and tone and the use of shape, form and space in images and artefacts
- Introduce children to the work of different artists
- Be sensitive to the individual needs and responses of our children
- Enable them to constructively and sensitively evaluate their own work and the work of others
- Provide activities which will reinforce learning on other areas of the curriculum

Children will have the opportunity to work individually, in pairs, small groups and collaboratively as a whole class/school and they will build on prior knowledge and experience developing their skills throughout KS2. They will be encouraged to discuss and modify their work, taking pride in their own progress, which is evident as their sketchbooks stay with them throughout their 4 years with us.

The role of the art coordinator is to:

- Ensure quality of learning and develop continuity and progression
- Monitor progress and achievements
- Keep a portfolio with evidence and examples of work
- Take responsibility for the purchase and organisation of art resources
- Regularly assess health and safety including safe storage of materials and equipment
- Actively look for art opportunities within our community
- Aid, wherever necessary, staff in other curriculum areas to use art to consolidate learning
- Display the children's work

The very personal nature of children's art work can make it difficult to assess. However, when assessing pupil progress, teachers will reflect upon thinking processes and what has been communicated as well as the technical skill with which they have expressed their thoughts and ideas. Much assessment will take place through discussion with children as well as observation of attitude, effort and achievement. Children are also encouraged to take part in the assessment process of their own work and the work of others.

Records of progress can include a combination of:

- Observations made and recorded
- Children's sketchbook analysis
- Revisiting of knowledge organisers
- Photographs of work kept
- Discussions

Health and safety

It is important that children work in an environment that is safe and secure. Pupils are always supervised by an adult during art activities. They are taught how to handle equipment safely and they learn how to protect their clothing when using materials that can mark or stain. They are taught how to clean and tidy equipment away in age appropriate ways, safely and sensibly.

Intent

We offer a flexible structure and sequence of lessons linked to whole school topics, main focus or opportunities that arise through the year. The intent is to ensure all pupils produce creative, imaginative work within the aims of the National Curriculum. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluating creative ideas. Children will become confident and [proficient in a variety of techniques including: drawing, painting, three-dimensional work, collage, printmaking and textiles. We want our children to be inspired by and share the arts with their local and the wider community.

Children will develop their knowledge of artists, designers and craft makers and will also develop their interest and curiosity about art and design through sequenced learning and skills progression. They are given the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation

Art is taught across the school by two specialists (covering a wide range of strengths and interests). Pupils are taught in mixed-age groups, which encourages good relationships between the children, including sharing knowledge and skills, as well as becoming confident in giving opinions about their work and the work of others. Lessons are taught on a rota during our skills afternoon. We also offer art during our Metacognition Days and during our Festival of Fun week. There are plenty of other opportunities for art throughout the year. There are also many occasions where we do work in the wider community. Examples include: Art at Crich Tramway Museum; Crich Well Dressing; Christmas card designs and gifts for local businesses; competitions; The Arts Trail and 'Take One Picture'-A project run by The National Gallery.

Lessons enable children to develop techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children are taught how art and design reflects our history and contributes to its culture and creativity as well as looking at art from the wider world. There are also opportunities for the children to develop art in other areas of the curriculum and art has a particularly strong link with our Design and technology teaching.

Impact

Art and design is generally loved by pupils across the school. Teachers have high expectations and quality evidence is presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them through art and design and they are more confident in analysing their work and the work of others. They improve their resilience and perseverance by continually evaluating and improving their work. Children in school can speak confidently about their art, the skills they have acquired and the artists they have studied.

We use both formative and summative assessment in art and design. This is collated through direct observation, discussion with children and through self-assessment opportunities. We use this to inform our short-term planning and short-term interventions. This helps us to provide the best possible support for all of our pupils, including SEND and PP.

The National Curriculum for art and design aims to ensure that by the end of year 6, 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 craft and design
- Know about artists, craft makers and designers, and understand the historical and cultural development of their art forms

	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul 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; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul 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 digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

	LKS2	UKS2
Drawing	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul 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; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul 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; 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.

	LKS2	UKS2
Painting	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 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. 	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 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.

	LKS2	UKS2
Collage	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; 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. 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

	LKS2	UKS2
Printing	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; 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. 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of Artists	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

Skills Progression

	Year 3	Year 4	Year 5	Year 6
Exploring and Developing	<p>Communicate ideas and meanings very simply</p> <p>Investigate pattern and shape in the environment</p> <p>Explore ideas and collect information in a sketch book Reproduce from memory, observation or imagination</p> <p>Identify different ways to express ideas</p>	<p>Make their own choices</p> <p>Begin to work more abstractly</p> <p>Collect visual and other information Use a digital camera to collect ideas Experiment in many different ways</p> <p>Use a sketchbook to make notes about artists, skills and techniques</p> <p>Annotate a sketch book</p> <p>Experiment with mood using colour</p> <p>Create artwork following an idea or towards a specific purpose</p>	<p>Plan work carefully before beginning</p> <p>Use other cultures and times as a stimulus</p> <p>Experiment with the styles of different artists</p>	<p>Make and support their own decisions and choices</p> <p>Use inspiration from other cultures Experiment with combinations of materials and techniques</p> <p>Keep and use detailed notes in sketch book</p>
Using Materials	<p>Use a range of materials / processes to show ideas / meanings</p> <p>Select the best materials for the job</p> <p>Create collage with range of materials and textures</p>	<p>Mix and use tertiary colours</p> <p>Design, draw, paint or make images for different purposes using knowledge and understanding</p> <p>Use watercolour to produce a wash</p> <p>Use an ICT paint program</p> <p>Use a digital camera to produce art work</p> <p>Use mosaic, montage and other effects</p> <p>Use a range of materials and techniques in 3D work</p>	<p>Use a combination of visual and tactile ideas</p> <p>Combine different materials in different ways</p> <p>Make specific choices between different processes and materials</p>	<p>Understand the importance of preparing materials before working</p> <p>Produce work that sometimes can be both visual and tactile</p>

Skills Progression

	Year 3	Year 4	Year 5	Year 6
Evaluating	<p>Talk about their work and explain it</p> <p>Describe what they think or feel about their own and others' work</p> <p>Think of ways to adapt and improve own work</p> <p>Begin to use ways to improve work Explore ideas and change what they have done to give a better result</p>	<p>Make comments on the work of others, including both ideas and techniques</p> <p>Apply previous knowledge to improve work</p> <p>Adapt and refine work to reflect purpose</p>	<p>Compare others' work with their own</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>Use the appraisal of others for improvement</p>	<p>Evaluate own and others' work, explaining and justifying their reasons</p> <p>Use analysis when commenting on ideas</p> <p>Consider the end point when adapting and improving their work</p>
Control and Expertise	<p>Use a range of pens, pencils, pastels and charcoal</p> <p>Make a variety of lines, using different sizes and thicknesses</p> <p>Mix secondary colours to make a wide range of new colours</p> <p>Use shading to create different effects</p>	<p>Use art to illustrate in other subjects</p> <p>Practise to improve skills</p> <p>Create texture by adding dots and lines</p> <p>Make different tones of colour using black and white</p> <p>Use pencils of different grades and at different angles to create different effects</p> <p>Use brushes in different ways</p> <p>Use repeat pattern in design</p> <p>Indicate movement using lines</p>	<p>Show tone and texture using hatching and cross hatching</p> <p>Use a program to create mood within digital photography</p> <p>Show shadow or reflection by shading</p> <p>Select appropriate drawing materials</p>	<p>Develop and improve their own style</p> <p>Use drawings to show movement</p> <p>Combine a range of colours, tints, tones and shades</p> <p>Get across feeling and emotion through their work</p>