

you can't use
up CREATIVITY.
The more you
use, the more
you have.

MAYA ANGELOU

Art

Art Intent

Why do we teach Art?

At Westende Junior School we offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.

What is the aim of our curriculum for Art?

At Westende Junior School we aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

Art Intent

What do we teach in our Art curriculum?

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.
- 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]

Art Implementation

How is Art taught at Westende Junior School?

- At Westende Junior School we weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.
- Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.
- Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, “I like the way the artist has ...” or “In this artwork see ...” as well as developing their own. At Westende Junior School, we have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children’s knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps. Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.

Art Implementation

What is our intended impact?

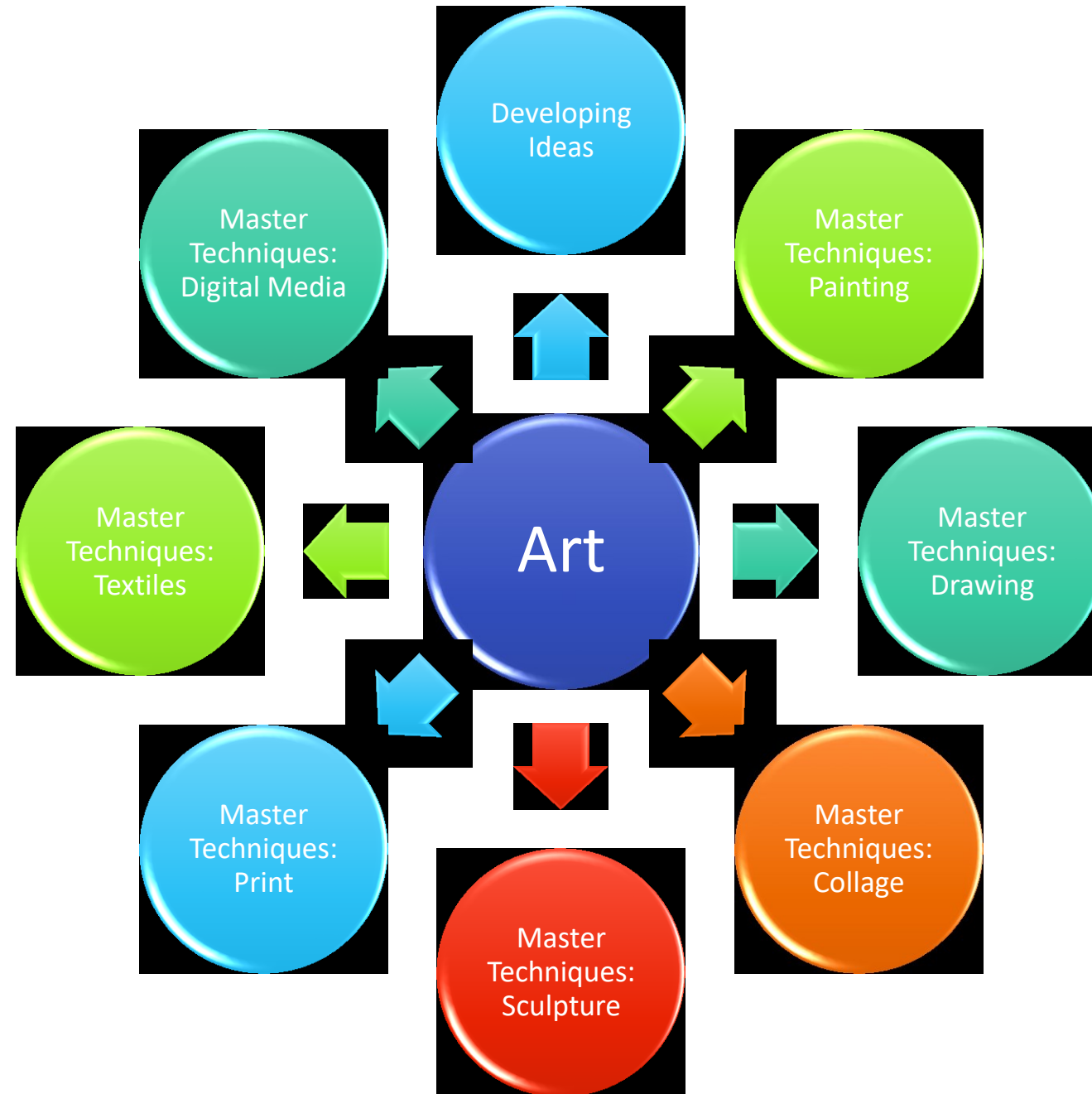
- At Westende Junior School we hope to develop and foster in children a love of art. A rich and varied art curriculum allows children to gain an understanding of a wide variety of cultures, historical events and to gain an insight into how different artists from all different lifestyles have been inspired. Art requires perseverance to succeed and to try new skills and techniques. These art skills require application of Growth Mind set and have a positive can-do attitude. Communication skills are developed through evaluating and discussing the great artists as well as their own work. Furthermore, teamwork skills are enhanced through collaborative art making such as sculptures. At school, we plan arts week where the focus is on the above skills and a theme, by setting aside a week can enable children to become absorbed in the topic.
- Learning walks, art displays, sketchbooks and planning will highlight how art is taught across the school and it will be evident to see areas that may need extra input and staff who may be able to share their skills and knowledge.
- We want children to feel confident in their artistic abilities, and celebrate their achievements through visual displays in classrooms, corridors and through community projects.
- The skills learnt will allow children to apply them to a range of subjects as well as making them ready to tackle new experiences.

Art Content Spine

	Autumn		Spring		Summer	
Year 3	Artist: Concept: Outcome:	Stone Age Drawing Cave drawings	Artist: Concept: Outcome:	Egyptians Clay Canopic Jars	Artist: Concept: Outcome:	David Hockney Sketching and Watercolour Watercolour landscapes
	Artist: Concept: Outcome:	Wassily Kandinsky Silhouette Painting Produce shapes, textures patterns and lines				
Year 4	Artist: Concept: Outcome:	Deborah Shapiro Collage Rainforest animal collage	Artist: Concept: Outcome:	Vikings Sculpture Clay dragon eye	Artist: Concept: Outcome:	Sculpture 3D river model
Year 5	Artist: Concept: Outcome:	Sketching Self-portraits	Artist: Concept: Outcome:	Peter Thorpe Painting Space art	Artist: Concept: Outcome:	John Piper Print and Collage Coastal artwork
	Artist: Concept: Outcome:	India Painting Indian art			Artist: Concept: Outcome:	Ancient Greece Sculpture Clay Pots
Year 6	Artist: Concept: Outcome:	Nicholas Roerich Drawing and painting Mountain scenes	Artist: Concept: Outcome:	The Mayans Sculpture Mayan clay masks	Artist: Concept: Outcome:	Paboy Bojang Textiles Research, design and make a cushion, using a variety of stitches.
	Artist: Concept: Outcome:	Banksy Print Make graffiti stencils	Concept: Outcome:	Digital Media STEM project digital presentations		

Art

Key Concepts



Art Progression Map – Developing Ideas

3	<ul style="list-style-type: none">• Gain inspiration from different artists from around the world.• Compare skills and style of different artists and comment on which they prefer.• Continue to use a variety of subject specific vocabulary during art lessons (e.g. tone, shading, texture, abstract)
4	<ul style="list-style-type: none">• Discuss work and recognise where it can be developed further.
5	<ul style="list-style-type: none">• Compare the skills and styles of different artists and be able to say which they prefer. Comment on their own work and the work of others sensitively.• Compare and comment on the skills, ideas and artwork of different artists using the language of art (e.g. colour, pattern and texture, line and tone, shape, form and space).
6	<ul style="list-style-type: none">• Use a sketchbook to collect and explore ideas from first hand observation, experience, imagination and they will try out the techniques of known artists.• Evaluate own work and describe how they might develop it further.

Art Progression Map – Mastering Techniques : Drawing

	Skills	Knowledge and Understanding
3	<ul style="list-style-type: none"> • Use a number of sketches to base work on. • Annotate sketches in art sketchbook to explain ideas. • Create intricate patterns / marks with a variety of media. • Create textures and patterns with a variety of media. 	<ul style="list-style-type: none"> • Use different grades of pencil at different angles to show different tones. • Use hatching and cross hatching to show tone and texture in drawings. • Explore drawing (e.g. comics) throughout the 20th and 21st centuries to see how styles are used for effect.
4	<ul style="list-style-type: none"> • Select the most suitable drawing materials for the type of drawing. • Use shading to add interesting effects to drawings, using different grades of pencil. • Explain the ideas behind images in an art sketchbook. 	<ul style="list-style-type: none"> • Use a variety of different shaped lines to indicate movement in drawings. • Use shading to show shadows and reflections on 3d shapes. • Study other artists' drawings and have experimented with some of these styles.
5	<ul style="list-style-type: none"> • Select appropriate drawing materials to create different effects in drawings. • Use shading to add interesting effects to my drawings, using different grades of pencil. • Explain the ideas behind images in an art sketchbook. 	<ul style="list-style-type: none"> • Use a variety of different shaped line to indicate movement in drawings. • Use shading to show shadows and reflections on my drawings of people. • Study drawings from other artists' and explain the effect of their chosen style.
6	<ul style="list-style-type: none"> • Develop own artistic style using tonal contrast and mixed media. • Use sketchbooks to collect, record and plan for future works. • Develop an awareness of composition, scale and proportion in my drawings. 	<ul style="list-style-type: none"> • Drawing communicate movement. • Drawings of still life include shadows and reflections. • Work includes historical studies of technical drawings, such as ancient architecture.

Art Progression Map – Mastering Techniques : Painting

	Skills	Knowledge and Understanding
3	<ul style="list-style-type: none"> • Use watercolour paint to produce washes for backgrounds and then add detail. • Experiment in creating mood and feelings with colour. • Demonstrate an increasing control over the types of marks made and experiment with different effects and textures. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.
4	<ul style="list-style-type: none"> • Use different colours to create a mood. • Create different effects and textures with paint. • Use light and dark within painting and show understanding of complimentary colours. • Start to look at working in the style of a selected artist. 	<ul style="list-style-type: none"> • Make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.
5	<ul style="list-style-type: none"> • Create colours by mixing to represent images observed in the natural and man-made world. • Confidently control the types of marks made and experiment with different effects and textures. • Start to develop own style using tonal contrast and mixed media. • Recognise the art of key artists. 	<ul style="list-style-type: none"> • Create paintings using colour and shapes to reflect feelings and moods. • Sketch (lightly) before painting so as to combine lines with colour to produce images that convey a purpose. • Paintings show movement.
6	<ul style="list-style-type: none"> • Control the types of marks made and experiment with different effects and textures. • Mix colour, shades and tones with confidence, building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources. 	<ul style="list-style-type: none"> • Paintings are based on observations and can convey realism or an impression. • Combine colours and create tints, tones and shades to reflect the purpose of work. • Create lines in paintings which are sometimes stark and cold and at other times warm to reflect different features or intentions.

Art Progression Map – Mastering Techniques : Collage

	Skills	Knowledge and Understanding
3	<ul style="list-style-type: none"> • Cutting skills are precise. • Know the striking effect work in a limited colour palette can have, through experimentation. • Use montage to create images 	<ul style="list-style-type: none"> • Use tessellation and other patterns in my collage. • Use my cutting skills to produce repeated patterns.
4	<ul style="list-style-type: none"> • Develop skills of coiling and overlapping. • Make paper coils and lay them out to create patterns or shapes. • Use mosaic to create images. • Experiment with ceramic mosaic techniques to produce a piece of art. 	<ul style="list-style-type: none"> • Look at mosaic, montage and collage from other cultures.
5	<ul style="list-style-type: none"> • Experiment with techniques that use contrasting textures, colours or patterns. (Rough/smooth, light/dark, plain/patterned). • Work reflects a purpose. 	<ul style="list-style-type: none"> • Collage is based on observational drawings. • Collage combines both visual and tactile qualities. • Collage takes inspiration from artists or designers.
6		

Art Progression Map – Mastering Techniques : Sculpture

Skills	Knowledge and Understanding
3 <ul style="list-style-type: none"> • Experiment with making life size models. • Mould, sculpt and add details to clay models. • Join clay to add further elements to clay models. 	<ul style="list-style-type: none"> • 3D work has a well thought out purpose. • Use the technique of adding materials to create texture, expression or movement. • Use clay techniques to apply to pottery studied in other cultures.
4	
5	
6 <ul style="list-style-type: none"> • Sculptures use a range of techniques such as slab, coils etc. • Use slip to join pieces of clay together. • Embellish and decorate final pieces. 	<ul style="list-style-type: none"> • 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer. • 3d work contains both visual and tactile qualities. • Choose from all of the techniques previously learned to embellish work, as appropriate.

Art Progression Map – Mastering Techniques : Printing

	Skills	Knowledge and Understanding
3		
4	<ul style="list-style-type: none"> • Make own printing blocks and experiment with different materials. • Make a one-coloured print. • Build up layers of colours to make prints of two or more colours. 	<ul style="list-style-type: none"> • Know how printing is used in the everyday life of designers or artists. • Compare the methods and approaches of different designers in print techniques. • Explore printing from other cultures and time periods.
5		
6	<ul style="list-style-type: none"> • Print work includes printing onto fabrics, papers and other materials. • Use drawings and designs to bring fine detail into my work. • Build up colours in my prints. 	<ul style="list-style-type: none"> • Prints combine a range of visual elements to reflect a purpose. • Prints are based on the work of a well known British artist and on my own experience. • Prints have a starting point from a designer in history.

Art Progression Map – Mastering Techniques : Textiles

	Skills	Knowledge and Understanding
3	<p>Use the basics of cross-stitch and back-stitch.</p> <p>Know how to colour fabric and have used this to add patterns.</p> <p>Make weavings such as 'God's Eyes'.</p> <p>Use the basics of quilting, padding and gathering fabric.</p>	<p>Know how to colour fabric and have used this to add pattern.</p> <p>Create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>Use textiles skills to create artwork that is matched to an idea or purpose.</p> <p>Show awareness of textiles work from other cultures and times.</p>
4		
5	<p>Understand how to use the techniques of sewing (cross and back stitch), applique, embroidery, plaiting and finger knitting.</p> <p>Use precise techniques to convey the purpose of my work.</p> <p>Develop a preference for a preferred type of textile work.</p> <p>Develop a range of pieces in a particular style, for a range of purposes.</p>	<p>Textile work sometimes combines visual and tactile elements, fit for purpose.</p> <p>Textile work is sometimes based on historical or cultural observations.</p>
6		

Art Progression Map – Mastering Techniques : Digital Media

Skills		Knowledge and Understanding	
3			
4	Use a digital camera to take images of things people have made.	Use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man-made world.	
	Write about my ideas and add sketches to my art sketchbook.		
	Use the internet to research ideas or starting points for art.		
5			
6	Create digital images with some animation or video sound to communicate my ideas.	Work combines visual and tactile qualities to communicate an intention or purpose.	
	Evaluate own work, and that of others, discussing whether it meets its purpose.		
	Keep notes about methods of working and the methods of others.		