



CHURCHFIELDS  
JUNIOR SCHOOL

# Art Policy

---

November 2022

Approved by GB: November 2022

Next review due: November 2025

## Introduction

---

Art has a significant and valuable role to play in the overall ethos of this school. The purpose of studying art at Churchfields 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

## Aims and objectives

---

The school believes that art is a vital part of the education of all children and will try to ensure that art always has a high profile. Whilst it may be an enjoyable activity, it is not seen as being solely therapeutic or as a hobby. It is important that art is taught as a subject in its own right. However, it can be used to enrich and extend the teaching of other subjects.

The school's aim is to provide an art curriculum which will enable all children to reach their full potential in learning in art and design.

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.

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.

## Curriculum organisation

---

To achieve that aim, art is taught in half-termly blocks by a professional artist, with lessons supported by the class teacher. Art alternates with design and technology each half-term. A typical year may look like this:

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Year 3</b>	<b>Art</b> Core skills and colour theory	D&T	<b>Art</b> Portraits	D&T	<b>Art</b> Printing	D&T
<b>Year 4</b>	D&T	<b>Art</b> Portraits	D&T	<b>Art</b> Still Life	D&T	<b>Art</b> Sculpture
<b>Year 5</b>	D&T	<b>Art</b> Figure drawing	D&T	<b>Art</b> Landscapes	D&T	<b>Art</b> Natural forms
<b>Year 6</b>	<b>Art</b> Figure drawing	D&T	<b>Art</b> Landscapes	D&T	<b>Art</b> Architecture	D&T

Units are planned to include teaching about key artistic concepts, use of media, methods and techniques, and about great artists, designers and architects in history.

### Year 3

#### Unit 1: Core Skills and Colour Theory

- **Concepts:** Form, tone, texture, colour theory
- **Methods and techniques:** use of a sketchbook, mark-making, shading
- **Media:** variety of pencils, charcoal, paint

#### Unit 2: Portraits

- **Concepts:** Portraiture, symmetry, stylisation, mood, expression, personality, historical record.
- **Methods and techniques:** Drawing, shading, tracing, painting.
- **Media:** Pencil, poster paint.

**Art history:** Mona Lisa ( Leonardo da Vinci ), Matisse, Roy Lichtenstein, Pop Art

#### Unit 3: Printing

- **Concepts:** Design, pattern, relief, repetition.
- **Methods and techniques:** Printing techniques, including double printing. Carving the negative shapes to enhance the positive.
- **Media:** Lino, polystyrene sheets, printing ink.
- 

**Art history:** Hokusai, M.C. Escher, William Morris, Picasso

### Year 4

#### Unit 1: Portraits

- **Concepts:** Portraiture, symmetry, expression, mood, historical record.
- **Methods and techniques:** Drawing, shading, painting
- **Media:** Pencil, Charcoal, Paint.

**Art history:** Vermeer, Van Gogh, Cezanne, Chris Ofilli

#### Unit 2: Still Life

- **Concepts:** Composition, form, symbolism, scale.
- **Methods and techniques:** Observational drawing, Collage, using a view finder.
- **Media:** Pencil, mixed media collage materials.

**Art history:** Picasso, Cezanne

#### Unit 3: Sculpture

- **Concepts:** Proportion, scale, balance, orientation
- **Methods and techniques:** Carving, modelling, assembling
- **Media:** clay, card, Modroc.

**Art history:** Michelangelo, Rodin, Brancusi, Edward Degas, Barbara Hepworth

## Year 5

### Unit 1: Figure drawing

- **Concepts:** Proportions, features, movement.
- **Methods and techniques:** Observational drawing
- **Media:** Pencil, paint.

**Art history:** Dutch golden age, Impressionists

### Unit 2: Landscapes

- **Concepts:** Perspective, Composition, features.
- **Methods and techniques:** Awareness of foreground, middle ground and background, variety of painting techniques, tones and shades
- **Media:** oil pastels, watercolours, poster paints

**Art history:** Turner, Constable, Vincent Van Gogh, David Hockney.

### Unit 3: Natural forms

- **Concepts:** Scale, form, tone, texture
- **Methods and techniques:** Observational drawing, view finder, mark making.
- **Media:** Pencil, charcoal, oil pastel, watercolour paint.

**Art history:** Rousseau, Frida Kahlo, Georgia O'Keefe, Monet.

## Year 6

### Unit 1: Figure drawing

- **Concepts:** Proportions, features, movement, mood.
- **Methods and techniques:** Observational life drawing.
- **Media:** Pencil, oil pastels, watercolours

**Art history:** Henry Moore

### Unit 2: Landscapes

- **Concepts:** Perspective, composition, light, texture.
- **Methods and techniques:** Observational drawing of the relationship between land, sea and sky.
- **Media:** Pencil, watercolour paints.

**Art history:** Edward Hopper, Impressionism

### Unit 3: Architecture

- **Concepts:** perspective, proportion, functionality, beauty.
- **Methods and techniques:** Perspective drawing, design detail.
- **Media:** Pencil, pen, watercolour paint

**Art history:** Baroque, Neo Classical, Modernism

Teaching art at Churchfields Junior School should be guided by these principles as set out in the Teaching & Learning Policy.

### **Barak Rosenshine's Principles of Instruction**

1. Begin a lesson with a short review of previous learning (Reactivation)
2. Present new material in small steps with pupil practice after each step
3. Ask a LARGE number of questions and check the responses of ALL pupils
4. Provide models (for art it is recommended that the visualizer is used to enable all pupils to see)
5. Guide pupil practice
6. Check for pupil understanding
7. Obtain a high success rate
8. Provide scaffolds
9. Require and monitor independent practice
10. Engage pupils in weekly and monthly review

More detail about these principles can be found in the Teaching and Learning Policy.

Most importantly, pupils should be taught to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils cannot be expected to simply 'be creative' without proficiency of technique, or the knowledge of how to improve their mastery of art and design techniques. Picasso, for example, received formal artistic training from the age of 7 from his father, who was an art teacher, who believed that proper training required disciplined copying of the masters and life drawing.

Teachers of art will plan a range of activities in art which provide opportunities for pupils to:

- record responses, including observations;
- copy from examples to learn more about a concept or technique;
- sketch from observations of still life and forms;
- gather resources and materials, using them to stimulate and develop ideas;
- review and modify their work as it progresses;
- develop knowledge and understanding of the work of artists and designers and architects, and taught how to apply knowledge of their technique to their own work;
- respond to and evaluate art and craft including their own and others' work;
- realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.

### **Attitudes**

Negative attitudes towards art should be challenged by the art teacher or class teacher by reminding pupils of the importance of regular practice and attention to teaching to improve their technique and in turn their confidence and view of the subject. Rewards, including class merit certificates, can be used to promote effort and positive attitudes towards art.

### **Differentiation**

Teaching in art should address the fact that all children will develop their ability to make images and to learn and apply knowledge at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability. Individual children will be supported by relevant questions from the teacher. These interventions from the teacher to individuals will increase their thinking, extend the range of options that may be considered and raise individual standards. There will also be times when the individual needs are met through differentiated tasks.

## **Sketchbooks**

Every pupil has a sketchbook which are the primary record of an individual child's efforts and work in art. They will be use 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.

## **Portfolio**

Every pupil has a named art portfolio which they keep from starting school to leaving. This contains all of their finished pieces and should therefore contain at least 12 pieces by the time they leave the school. When pupils have completed a 3D object, it should be photographed and printed on at least A5 size paper in colour.

## **Trips and Visits**

Every pupils should go on at least one school trip at year where the focus of the learning is art. To develop pupils' understanding and appreciation of art, outcomes of these trips are typically best achieved by visiting national galleries and attending an accompanying workshop.

## **Roles and responsibilities of the subject leader**

---

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of art teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the Art budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training, or arrange for teachers to attend;
- to report to the Curriculum Committee on developments in the subject

## **Equal Opportunities and Inclusion**

---

Art plays an important part in the life of our school. Children are able to enjoy and achieve. It must be available to every child and all children should take part in creative activities.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Children should have equal opportunities to develop their understanding and enjoyment of art.

Pupils should be taught about a diverse range of artists.

Teachers must ensure that the curriculum is appropriate for the needs of the children.

## **Assessment, Recording and Reporting**

---

The teacher of art should note individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year. The medium term curriculum plans will form in art an aspect of the record of art taught.

Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the art Leader and specialist staff.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the units of work using the end of unit assessments. These test the knowledge and understand remembered by the pupils and give space for the specialist teacher to assess the quality of the child's finished piece of art work.

Teachers can obtain evidence of the quality of the finished piece by direct observation of children at work, questioning pupils or listening to their conversations, and by assessing their sketches and finished piece.

The art leader monitors teaching and progress in art by:

- informal discussions with teachers, LSAs and children;
- an annual resource audit;
- assessing work and progress;
- observing lessons.

## Resources

---

Art resources should be kept and well-organised in the art and D&T studio. When the resources are in the classroom pupils are expected to take an increasing level of responsibility for that organizing and respecting the resources.

The class teacher is primarily responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. Teachers should report damage to equipment to the art leader as soon as possible.

## Review

---

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.