

Art - One Voice

Our school aims for Art:

Department of Education - 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.

Our Statement of Intent

To enable children at Cheadle Catholic Junior School to become imaginative and thoughtful artists, with skills and knowledge drawn upon from other artist's work to inspire them to make their own artistic and creative choices.

Curriculum Planning: The National Curriculum

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.





Art planning at CCJS is based around the guidelines from the National Curriculum. The three Disciplines of Art (drawing, painting and sculpture). We then expand upon these three disciplines every year to build upon skillsets.

Topic Outcomes:

I can use my sketch book to record my observations and use them to review and revisit ideas
To improve their mastery of art and design technique of painting.
I can use sand or salt mixed with paint in my artwork to create texture.
I am developing skill and technique using various media in sketchbooks.
I can experiment with the styles used by Anna Dora
I can manipulate paint to achieve a desired effect.
I can use a range of different strokes and shades within my painting.
I am showing creativity in my choice of materials and composition.
I can analyse and describe the use of colour within an artists' work.
I can describe how Anna Dora mixed and applied paint.



Curriculum Planning: Long Term Plan

					
Discipline of Art: Painting	<p>Nursery:</p> <ul style="list-style-type: none"> Naming primary colours Naming secondary colours Making pink and brown using paint Naming colours on a colour wheel Making orange, green, blue and purple Colours made from primary colours different shades using black Identify warm and cool colours 	<ul style="list-style-type: none"> Mix and match colours, create palettes Start to experiment with different effects and textures. Identifying complimentary colours Choosing the appropriate paintbrush from a range of brushes Using watercolour Using acrylic paint Using circular objects to mono-print Using paints to create a wash for a background 	<ul style="list-style-type: none"> Mix and match colours, create palettes to match images. Start to experiment with watercolour, exploring intensity of colour to develop shades Develop experimentation with different effects and textures Inc. blocking in colour, washes, layering, brush size, thickened paint to create textural effects. 	<ul style="list-style-type: none"> Start to experiment with watercolour, exploring intensity of colour to develop shades. Develop watercolour techniques: dry versus wet, light to dark, bleed colours, layering, lift the colour. Be able to identify primary secondary, complementary, warm and cold and contrasting colours Showing movement using paint 	<ul style="list-style-type: none"> Mark make with paint e.g. dashes, blocks of colour, strokes and points Mix and match colours to create atmosphere and light effects e.g. flesh colour portraits. Be able to identify primary secondary, complementary, warm and cold and contrasting colours and reflect on personal choices regarding colour within a final
	<ul style="list-style-type: none"> Identify shades of colours 		<ul style="list-style-type: none"> Develop acrylic techniques: dry 		<ul style="list-style-type: none"> piece of original work.

The Long Term Plan for Art is broken down into the 3 disciplines. Links are made between what was covered at the infants school, which are then imbedded and built upon each year.

Curriculum Planning: Long Term Plan

'I Can' Progression

	Year 3	Year 4
Drawing	<ul style="list-style-type: none"> To create sketchbook observations. To improve their mastery of sketching using sketching pencils. Have an understanding of Lowry and his artistic techniques. I can use my sketchbook to generate ideas and observations. I can express my thoughts and observations in my sketchbook. I can use my sketchbook to make records of my experiments with various materials. I can use sketches to produce a final piece of art I can use geometry and tonal shading in my drawings. I can draw using charcoal. I can describe the use of texture within an artist's work. When looking at creative work I can express preferences and give some reasons for these (For example can say "I like that because...") I understand and can describe the work of some artists, craftspeople, architects and designers. I understand and can explain how to use some of the tools and techniques artists and craftspeople have chosen to work with. I can use oil pastels to colour my artwork. I can recognise and use cross-hatching. 	<ul style="list-style-type: none"> I can use my sketchbook to record their observations and use them to review and revisit ideas. To improve their mastery of art and design technique of blending (oil pastels). I can investigate the nature and qualities of different materials. I can blend and manipulate oil pastels. I can analyse and describe the use of colour within an artists' work. I can smudge and blend oil pastels to create texture. When looking at creative work I can express clear preferences and give some reasons for these (For example can say "I like that because...")
	Year 5	Year 6
	<ul style="list-style-type: none"> I can work collaboratively to explore ideas for meeting a brief. I can develop and discuss ideas through my sketches. I am enhancing my knowledge of skill and technique using various media in sketchbooks. I can use the work of artists to explore my own ideas. I can draw from observation 	<ul style="list-style-type: none"> I can use my sketchbook to record my observations and use it to review and revisit ideas. To improve their mastery of art and design techniques - sketching. I can record experiments with various media and try our techniques and processes before applying them.

The Long Term Plan for Art also breaks down the 'I Can' statements for each of the disciplines across all four of our year groups, outlining how existing knowledge is built upon and new knowledge is introduced.

Curriculum Planning: Long Term Plan

Substantive Knowledge:

Substantive knowledge in Art is the practical knowledge and skills that pupils develop through their Art learning journey at CCJS. This knowledge is based around the 7 elements of Art: line, shape, colour, form, pattern, texture and space. The children experience these elements by exploring the art disciplines of drawing, painting and sculpture. The children also explore the theoretical, historical and cultural elements of the artists they study.

Disciplinary Knowledge:

Disciplinary knowledge is how the children practically apply the skills and knowledge they have learned about; 'knowing how' and 'making'. This is how the children interpret the elements of the artwork they are studying, and use them to create a specific and desired effect. Children are encouraged to begin to judge and value art. This aids the children in developing their own style of artwork, draw on their own influences and be able to evaluate and critique art.

The Long Term Plan explains our school's view on substantive and disciplinary knowledge and how this works within our curriculum.

Curriculum Planning: Sequencing Documents

Topic Outcomes:

- I can use my sketch book to record their observations and use them to review and revisit it
- To improve their mastery of art and design technique of painting.
- I know about great artists, architects and designers in history.
- I can develop and discuss ideas through my sketches.
- I can create artwork based on someone else's preferences. (Hoyes)
- I can draw using the continuous line method.
- I can use colour to help show/represent figures and forms in movement.
- I am further improving my skill and control when painting.
- I can regularly analyse and reflect on my progress considering the opinions of others.
- I can research the work of an artist and use their work to replicate a style.
- I can begin to show facial expression in artwork.



Previous Skills:

Nursery:

- Naming primary colours
- Naming secondary colours
- Making pink and brown using paint

Reception:

- Naming colours on a colour wheel
- Making orange, green, blue and purple
- Finger painting

Year 1:

- Colours made from primary colours
- Creating different shades using black

Year 2:

- Identify warm and cool colours
- Identify shades of colours

Year 3:

- Identifying complementary colours
- Creating curved lines
- Choosing the appropriate paintbrush from a range of brushes
- Using and diluting watercolour
- Using acrylic paint

Year 4:

- Altering the texture of paint by adding sand or salt
- Creating texture using brush strokes
- Manipulating paint
- Using different strokes when painting with acrylics

Previous Knowledge and Understanding:

Nursery:

- How to hold a paintbrush
- Primary colours
- Secondary colours
- Mondrian – painting primary colours with black and white, using squares.
- Rectangles and squares
- Colour wheel

Reception:

- Colour wheel
- Identifying appropriate colours
- Identifying how work is similar and different to artists
- Identifying the difference between thick and thin brushes.

Year 1:

- Colours made using 3 primary colours
- How to mix own colours
- Van Gogh - painting

Year 2:

Sequencing documents are broken up into the skills the children will be learning, the children's previous skills, knowledge and understanding and then a lesson-by-lesson plan.

Curriculum Planning: Sequencing Documents

Short Term Plans are then completed by teachers, considering the previous knowledge required, lesson objectives, lesson plan, SEND adaptations and resources.

2	Primary and secondary colours	To continue creating my exploration page and understand contrasting colours	<ul style="list-style-type: none"> • Chn to stick in colour wheel to help them see contrasting colours • Chn to stick in circles with two sections to experiment with different colours • Chn to continue with/finish their exploration page <p>SEND Adaptations:</p> <ul style="list-style-type: none"> • Variety of thickness in paint brushes • Pencil cushions • Avoid putting similar colours next to each other 	<ul style="list-style-type: none"> • scissors • coloured paper • paints • paintbrushes • coloured pens • colouring pencils • sketching pencils • gluesticks
3	Lowry Previous knowledge from this topic	To be able to remember and make links between previous artists To be able to create curved lines using paints and paintbrushes	<ul style="list-style-type: none"> • Complete comparison document • Complete recall 'painting' document • To begin to show form using a variety of paintbrushes • Continue to formulate their own opinions about which paint brushes work best for this purpose <p>SEND Adaptations:</p> <ul style="list-style-type: none"> • Variety of thickness in paint brushes • Avoid putting similar colours next to 	<ul style="list-style-type: none"> • paints • variety of paintbrushes

Curriculum Planning: Linking learning and remembering learning

- Class discussions at the start of units and when revisiting skills 'last year, you learnt... and this year you'll...' 'This will help you next year when you'

Previous Skills:	Previous Knowledge and Understanding:
Nursery: <ul style="list-style-type: none"> - Naming primary colours - Naming secondary colours Reception: <ul style="list-style-type: none"> - Drawing shapes of different sizes - Identifying portraits - Sketching own face - Drawing a person - Creating own face using digital media - Making orange, green, blue and purple Year 1: <ul style="list-style-type: none"> - Colours made from primary colours - Sketching portraits from different angles - 3D sculpture Year 2: <ul style="list-style-type: none"> - 3D sculpture using salt dough Year 3: <ul style="list-style-type: none"> - Creating curved lines - Creating sharp, straight lines to show buildings. Year 4: <ul style="list-style-type: none"> - Observing and drawing basic features of a face and neck 	Nursery: <ul style="list-style-type: none"> • Primary colours • Secondary colours • Making The Gruffalo using dough • Sculpting houses for The Gruffalo using cardboard boxes Reception: <ul style="list-style-type: none"> • Sketching faces • Colour wheel • Identifying appropriate colours • Identifying how work is similar and different to artists • Freda Khalo – portrait • Edouard Martinet – sculpture of minibeasts using salt dough Year 1: <ul style="list-style-type: none"> • Pablo Picasso cubism – sketching • 2D salt dough tile • Marc Quinn – sculptures of bodies and faces Year 2: <ul style="list-style-type: none"> • Arcimboldo – fruit face, whole class bring in piece of fruit

Showcase different key vocabulary for each unit.

These remind the children of previous objectives and what they will be learning in the future that links with key skills.

Inclusion: Adaptive Teaching

Art:

Support for children not working at ARE.

Masking tape to hold/stabilise work.
Further examples of artwork provided for inspiration. Concrete resources to help with drawing to scale. Larger pieces of paper. Different sized paint brushes, charcoal, graphite, sketching pencils.
Vocabulary from working wall and PowerPoints provided and put on desks.
Larger versions of images. Model 1:1 or in small groups how to use tools and resources after whole class input. Now

Additional time provided to groups. Duration of activities is appropriate.
Instructions are chunked, written down or repeated verbally. Key vocabulary explained in different ways. Gestures, signs and images used to explain ideas, tools etc. Language used is at an appropriate developmental level. Resources printed in larger fonts, with wider spacing.

Share information through images, videos and resources as well as through whole class discussions. Provide children with sufficient time to discuss their observations, opinions and thoughts about artwork before starting.
Key vocabulary used to describe artwork displayed on board to inform children's descriptions of pieces.
Individually introduce resources (pencils, paints, media etc), name them and repeat the name throughout topic lessons. Teacher example book models process step-by-step to teach the artistic method, allowing children to complete practical elements of tasks alongside the class teacher. Teacher describes thought processes and reasoning behind artistic choices aloud at each stage. Different sized paint brushes, pencils etc for different motor skill capabilities. Allowing children ample time to complete each step of a process. Regular use of resources to aid motor skill development. Concrete resources. Multisensory approach. Different ways of recording learning such as

Individualised

Targeted

Universal

Adaptive teaching is broken down into universal, targeted and individualised. In Art, children are supported in a number of ways in order to help them learn and execute skills needed for a particular style of art, as well as being guided to make their own analyses and form opinions. These ideas are informed by the NASEN Teacher Handbook.

Inclusion: Adaptive Teaching - NASEN

At CCJS, one of the most informative resources for our Adaptive Teaching Model is the *NASEN Teacher Handbook: SEND*. The aim is to, as the NASEN states, is to 'make the curricular goals in art and design accessible and inclusive for all learners. Here are some examples of our implementation of NASEN in our lessons.

different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

Children encounter the skills and techniques required in their exploration page lessons and skills build up lessons.

Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

Teachers use their own sketchbook and resources to model techniques. Children are also given opportunity to see each other's work.

Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.

Children are often given 1:1 or small focus group guidance from adult where needed and appropriate.

Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

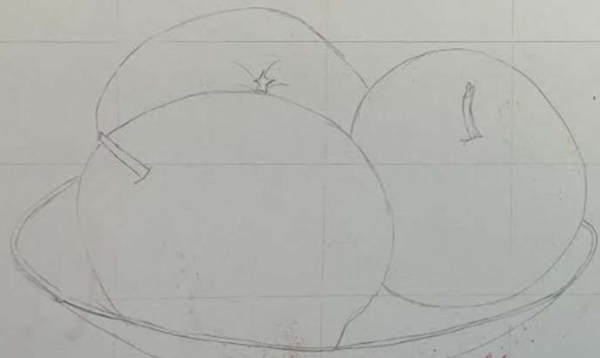
Children have access to working walls, on their exploration pages they are provided with multiple examples of the artwork they are learning about.

Inclusion: Adaptive Teaching - in practice

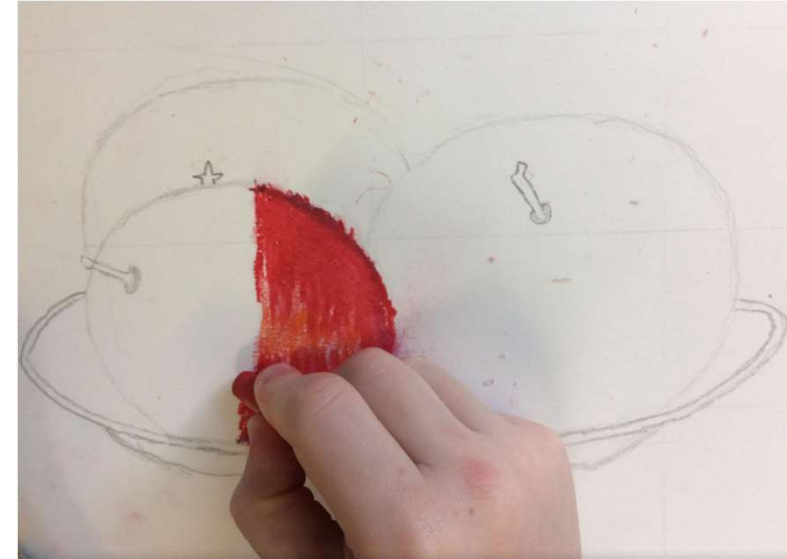
Here a group of Year 3 children have been given a variety of paint brush sizes to choose from in order to support all motor skills levels.



Inclusion: Adaptive Teaching - in practice



Teacher sketch book



A Year 5 teacher has used their teacher sketchbook to model the grid method to ensure objects have been drawn to scale. They have then demonstrated blending, shadow and highlight techniques using oil pastels. After this, the children practice and refine what has been modelled to them.



Inclusion: Adaptive Teaching - in practice



Pencil grips are available when smaller paintbrushes to make painting more accessible for all.



Pedagogy: Teaching and Learning Strategy

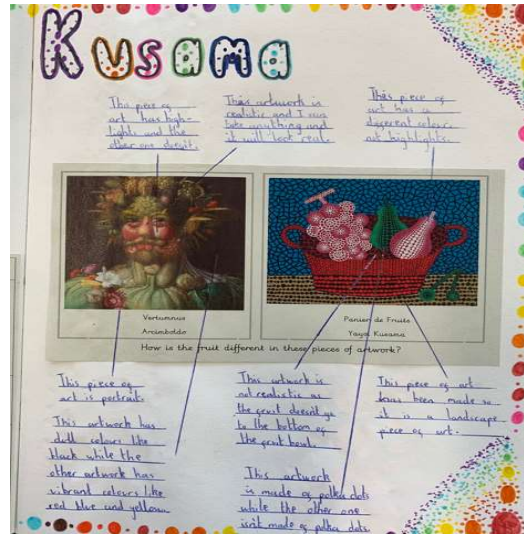
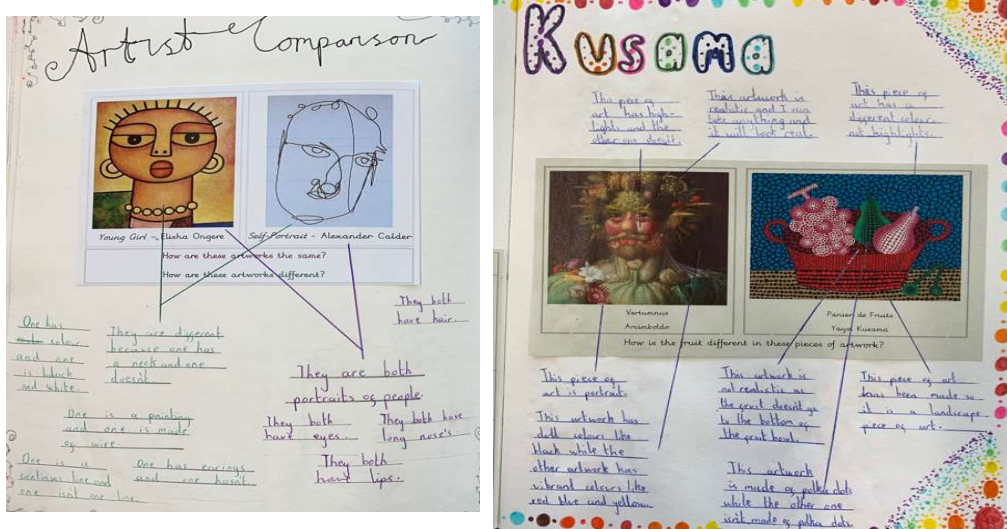
Our Teaching and Learning Strategy outlines the 7 lenses of our approach to pedagogy. These lenses are present in Art lessons, and are embedded in our Art lessons. These can be found on page 2 of our policy and are sequencing, modelling, scaffolding, questioning, practice/review/retrieve, DEAL strategies and vocabulary.

Sequencing	Sequencing is shown on our Long Term Plan, detailing how the disciplines of art are approached. Individual artist study units are broken down on our Sequencing Documents, which contain previous knowledge from both the juniors and infants school.
Modelling	All teachers are provided with their own sketchbook in order to model artistic techniques to our pupils, as well as making brilliant use of online resources such as videos and websites.
Scaffolding	Our school uses the Adaptive Teaching model for all subjects. Our Provision Map for our universal, targeted and individualised approach to art can be found on page 11.
Questioning	Questioning is targeted during lessons during whole class input by teachers. Questions are also posed to students in their art books.
Practice, review and retrieval	To further guide our children to 'Know More, Remember More', children complete two recall documents, serving as a reminder of previous work and a springboard for new.
DEAL strategies	DEAL strategies are used to immerse the children into the historical and cultural context of the artist and artwork they are learning about.
Vocabulary	Children are provided with a variety of vocabulary in whole class discussions, from which they will choose what they feel is most appropriate and expand upon in their art books.

Pedagogy: Sequence of Learning - Step 2

At Cheadle Catholic Junior School, our aim is for our pupils to know more, remember more. With this in mind, the children are given the opportunity to recall knowledge from previous year groups. This is done through two tasks.

The children are provided with an artist comparison, showing artwork by their current artist alongside an artist previously studied. The children will be asked to compare the two, providing them with the opportunity to remind themselves about prior learning. Children are encouraged to take part in small group and whole class discussions, sharing what they notice. This draws upon the development of the children's disciplinary knowledge as they form opinions critique what they see.

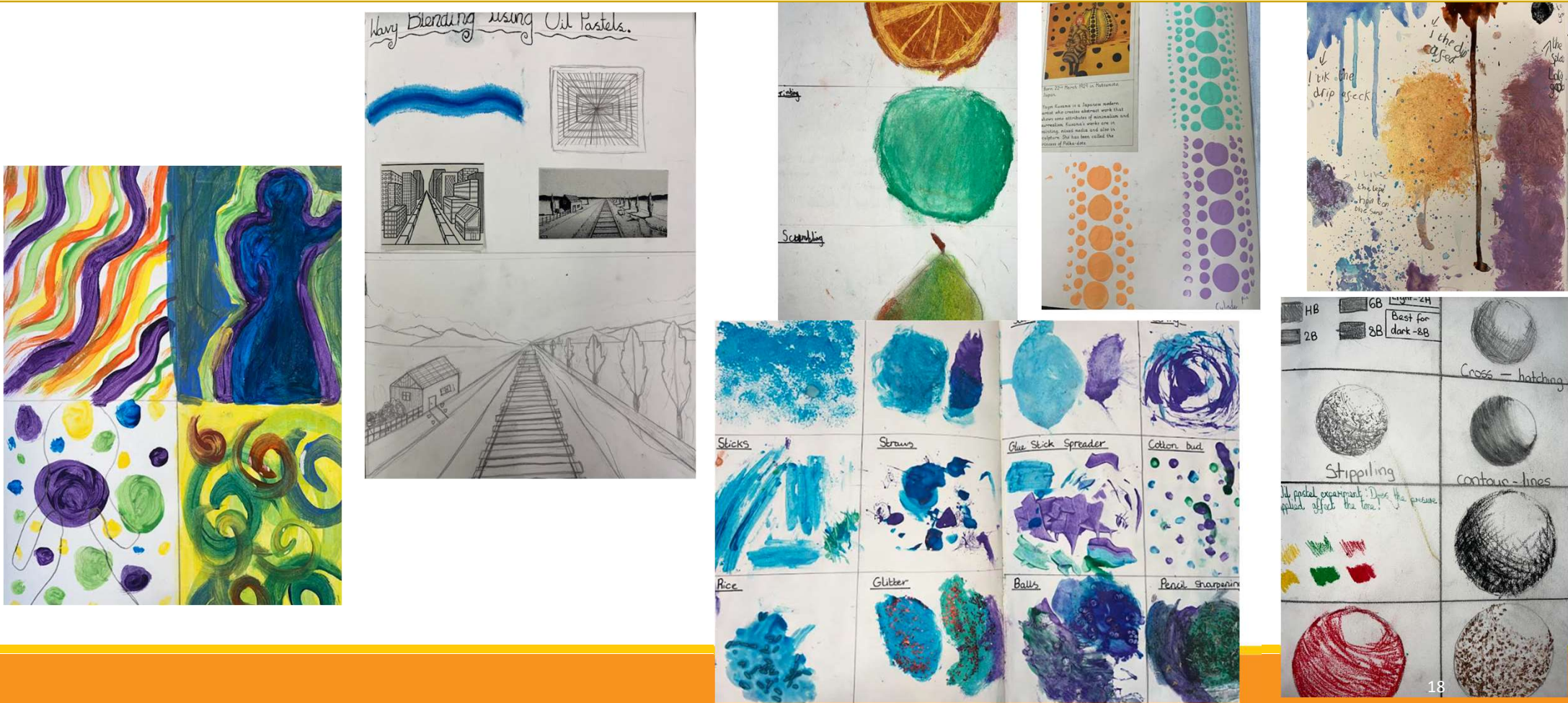


Pupils are tasked with a discipline recall task (painting, sketching or drawing). This is centred around the skills and knowledge linked to a discipline in which knowledge and skills have been developed across several previous years and artist studies. This also allows for whole class discussions, where children can share what they remember collectively. This task encourages the children to draw upon their substantive knowledge as they recall practical knowledge and skills needed for different artistic techniques.



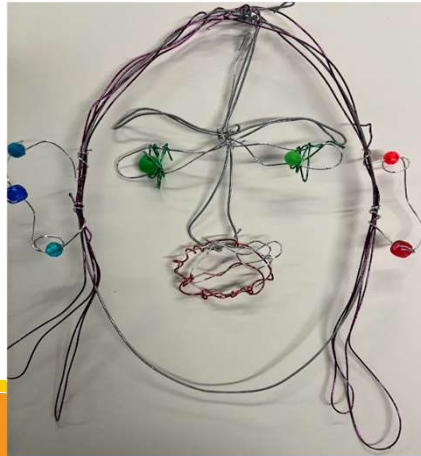
Pedagogy: Sequence of Learning - Step 3

This stage of the learning journey is when the children begin to practice the skills needed in this discipline and particular artist style. They will draw upon the substantive knowledge they have acquired already from tasks such as class discussions, artist context and their exploration page, and begin to develop their disciplinary knowledge and skills.



Pedagogy: Sequence of Learning - Step 4

This is where the final piece is created. Children are given several lessons to develop their idea using a variety of tools and media. The pupils are encouraged to consider the skills they have learned during the previous step, deciding for themselves how they will interpret and apply these to their final piece.



Development and Systems For Renewal

Book Study

Each term or half term, subject leaders complete a Book Study, informed by the Bedford Study. Teachers and a member of SLT choose an area upon which to focus. Subject leads then create a line of questioning and meet with a small group of children from each year group to evaluate that area of the curriculum. Most recently in Art, myself and SLT delved into the teaching sequence in Art to look at consistency and retention.

Book Flicks

Every Wednesday morning, teachers meet for a 'Book Flick', bringing a pre-decided selection of books, (for example all teachers bring books 4-8 in the register). Each week will be lead by a different subject lead and books from the correlating subject will be brought. This is a great opportunity to monitor progression, magpie ideas and assess the effectiveness of teaching and learning.

Pupil Voice

Pupil's thoughts and ideas are regularly discussed. After Book Flicks, teachers often ask for pupils to meet and discuss their work. Here, we are able to gauge children's ability to explain and recall their learning. Pupil voice activities are often undertaken in a variety of ways, for example after assemblies, book flicks, during lessons and recorded in sketch books.

Development: Pupil Voice - What do you think about Art at our school?

Year 3:

I love it! I quite liked when we did the Lowry scrapbook page because we can do things with doodles, and we can express ourselves.

Year 4:

I liked when we made a double page spread about Anna Dora. It was all about fire and ice. We tried techniques to blend the paint. I'm feeling really confident about my final piece because it's going to have a big volcano with fire coming out of it!

Year 5:

I really liked when we learned about Bernard Hoyes because the colours were bright, vibrant and got me in the mood for dancing. It reminds me of Anna Dora's work because the oranges are similar.

Year 6:

I'm looking forward to doing artwork inspired by Edvard Munch's *Scream*. The painting is 3D, so I feel like I'm inside it! I also liked Pop Art because it was bright!

Assessment: Formative and Summative

In summary, Formative assessments are used to improve learning during a course and Summative assessments are used to evaluate learning at the end of a course.

	Formative Assessment	Summative Assessment
What is it?	Formative assessment is used in Art to help students improve their learning and performance as their work progresses. Teachers consider the student's strengths and areas for improvement, praise their strengths and guide them in mastering their skills.	The goal of summative assessment at our school is to provide an accurate and fair evaluation of student learning and performance. Then using this information to inform and adapt our lessons.
What does it look like at CCJS?	By reflecting upon the pupil's previous work in their sketchbook, as well as their recall work in Step 2 in our teaching sequence, teachers make a basic formative assessment is to look at see where your students are currently at with their progress. Teachers consider achievement in particular tasks. What are their strengths and areas for improvements? Do they need to improve their research pages? Or drawing? Do they need more opportunities to demonstrate their creativity?	At present, we are making further improvements to how we approach summative assessment. We are in the early stages of implementing a 3 year action plan, whereby teachers will work collaboratively to assess how well disciplinary and substantive knowledge has been committed to the pupil's memories, as well as how artistic skills have been applied by Step 4 of our teaching sequence.

Extra Curricular



Art club has always been popular at our school. Children from all year groups are invited for a half term every year to take part in after school art club.



A group of Year 5 children proudly represented our school at the Stockport Grammar Y5 Art Competition.

Local Artist

As part of their Art curriculum, our Year 4 children have been working with local artist, Lucy Burgess, on sights and scenes from our locality.



Strengths:

- LTP: Clear coverage of disciplines of art and key artists across each year group.
- Clear progression of skills: Document outlining skills learnt in each year group.
- Introduction of sketchbooks in both key stages to promote ownership, confidence and pride and progression of skills through units.
- Sketchbook proforma and clear sequence of lessons has been outlined for staff
- More positive evaluations and talk about art lessons around school and in the classroom

Targets:

- Development of exploration in sketchbooks to give children more opportunity to experiment before starting a final piece
- CPD around the disciplines of art to upskill and enhance the confidence of teaching staff
- Opportunity to share work with parents and carers
- Art Action Plan to be implemented regarding assessment