

Art and Design at The Grove Junior School

National Curriculum

Pupils in Key Stage 2 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.

Links to learning in KS1

The majority of pupils transition to the Grove Junior School from The Grove Infant School.

This covers the content from the National Curriculum which states that pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Intent

At the Grove, we intend to equip pupils with **cultural capital**, gained through art **skills** along with an **appreciation of art** and its **history**. Art should be the chance for children to work with their hands, to play and experiment with materials, using their senses to learn through *doing*. There should be a confrontation and challenge with materials and sensations that are unique to the way artists work. Through examining artists, and the sometimes problematic historical contexts in which they were living, children will gain the knowledge they need to excel in a diverse society. **All** pupils, regardless of their starting point, should be engaged with our local community *as well as* being prepared for the world outside Harpenden. Aiming to shape successful learners through creativity and imagination, and in turn, well-rounded individuals, helping them to **thrive and enjoy life**.

Implementation

Art at the Grove Junior School covers, in depth, the requirements put forward by the National Curriculum. Our long term planning aims to cement skills in the children by revisiting topics twice, through Key Stage 2. To ensure deep learning, and effective use of resources, each topic is taught as a two-week block, allowing children to thoroughly explore a medium or style.

During each block of work, using planning, classes are expected to follow a set format. The expectation is that children will be taught about the art history (and wider historical) context that a style or movement appeared, and the specific context and evolution of relevant artistic techniques. Children will be given vocabulary with which to form an opinion and discuss the effectiveness of important art works (using, for example, a Silent Conversation). If relevant, children will begin to think about- with a view to answering later in the topic- a Big Question, so that they can contextualise their learning, making links to other subjects. Children will be given a chance, through the topic,

to give and receive feedback. They will be able to comment on each other's work (using, for example, *Post Its* or stickers). Planning should also have links to videos supporting the teaching of artistic techniques. The children should be made aware that the aim is to produce a final piece of art.

Each child at the Grove has an Art sketch book which shows all their preparations and practise activities for each unit of work. Every block of work should contain a series of skills (for example observation of proportions in drawing) that help shape the final piece. There should also be regular verbal feedback from the teacher, commenting on appropriate use of technique or imitation of style. During the 'sketchbook' phase, the children will have plenty of opportunity to play with materials and techniques, imitate styles and techniques (for example by cutting a picture in half then completing) and create/innovate their own compositions for their final piece.

Once final pieces are completed, they will be displayed for the appreciation of the children and adults. This is also an opportunity for teachers to complete comparative assessments on sketchbooks and see 'what a good one looks like.'

Impact

Pupils' experience of the Art and Design curriculum at The Grove Junior School should result in producing a generation whose enriched cultural capital opportunities enables them to engage in conversations about visual art genres and mediums, competently use a wide variety of tools and materials and form a passion for exploration and discovery. Children develop an understanding of the relationship between an inspiring and diverse spectrum of creators and appreciate the impact formed by artists, designers and architects.

The spiral curriculum ensures there is a revisiting of topics, subjects or themes throughout Key Stage Two. Beneficially, this is not simply the repetition of an experience using a medium; it is the deepening of knowledge and skills with each successive concurrence and opportunity building on the previous one.

High quality teaching should engage all learners and encourage open-ended questioning, providing children with a foundation of practical capabilities and a genuine sense of awe and wonder on which to build.

Positive environments with a focus on inclusion and accessibility in all creative experiences should develop strong self-esteem for every pupil. Low threshold, high ceiling activities allow all children to not only access the work, but also produce work they are proud of. As the emphasis is on exploration and discovery, sketchbooks demonstrate the reconnaissance prior to final production, focused on progress, not the result. Sketchbooks also record explorations along the way, highlighting where a child may have shown particular strengths in their developmental process. This reduces an emphasis on producing visually impressive end pieces by acknowledging to the learner that creating is about the processes and personal development; the journey not the destination. This should reward them with a sense of achievement and a willingness to develop skills through increased confidence.

Children are encouraged to share their opinions and creative processes. As Art is subjective, it allows each child to have a unique voice, relying more on intuition and individual expression. Facilitating a nurturing environment where honest reflection is praised and actionable improvements are explored, supports children so they feel secure enough to ask questions, seek support and share ideas.

Ultimately, Art and Design at The Grove Junior School should be transformative; nourishing the seeds of creativity which every child is born with and allow them to blossom into individuals with a genuine joy for Art.

	Autumn	Spring	Summer
Year 3	Form/ 3D work [Autumn 1: week 6-7]	Digital [Spring 1: week 1-2]	Drawing [Summer 1: week 5-6]
	Clay	Photography/ editing/ Forced perspective	Sketching fruit and vegetables from still life
Year 4	Painting [Autumn 2:Week 1-3]	Printing [Spring 1:week 5-6]	Collage [Summer 1: week 5-6]
	Watercolour and powder paint	textured Monoprint	2D collage
Year 5	Drawing [Autumn 2: week 7-8]	3D form [Spring 1: week 5-6]	Textiles [Summer 2: week 1-2]
	Charcoal, pastel, pencil	Modroc	Weaving
Year 6	Painting [Autumn : week 5-6]	Print [Spring 2: week 4-6]	Collage [Summer 1: week 1-2]
	Acrylics	Print Styrofoam	Creating collage resources

