



Art & Design at Westfields Junior School

Art, craft and design embody some of the highest forms of human creativity. At Westfields Junior School, we aim to provide high-quality art and design education which engages, inspires and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As children progress through our school, through our thoughtfully designed curriculum that makes links to other areas of the curriculum, children are given opportunities to think critically and develop a more rigorous understanding of art and design. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Coverage

- Our Art and Design curriculum is thoughtfully planned to develop children's skills in this subject but also makes links to other areas of learning to add purpose and enrichment.
- Children are taught to develop a range of skills and 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 use sketch books to record their observations and use them to review and revisit ideas.
- They are given opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay.
- Children learn about great artists, architects and designers in history.

Progression

- Colour: Year 3 Colour mixing primary, secondary and tertiary colours moving onto analogous colours. Year 4 Tones, shades and tints. Year 5 complementary colours. Year 6 Selecting colours for specific outcome warm/cool colours.
- Drawing: Year 3 use different length, shape and thickness of line. Year 4 begin to add areas of light, shade using drawing techniques. Year 5 apply shading techniques e.g. smudging, dusting blending, stippling and use portrait proportions when sketching self-portraits. Year 6 use the grid method for drawing and learn about rules of perspective in sketches.
- 3D: Year 3 create clay fossils focusing on sculpting and secure joining techniques. Year 4 create coil Roman pots and focus on etching patterns and joining features such as handles. Year 5 create Papier Mache Mayan Masks with a focus on form and sculpture. Year 6 create Mod-roc poppies, focusing on accuracy of modelling shapes.
- Printing: Year 3 explore printing in the form of mono printing, string printing a peacock feather and creating a small animal tile print. Year 5 experiment with different backgrounds when creating space tile print with rotation.
- Mixed media: Year 3 explore a range of media; up to two media types. Year 4 combine different collage materials with paint detail when creating semi-abstract landscapes. Year 5 print onto mixed media backgrounds and collage and paint onto 3D surface when creating Mayan masks. Year 6 develop their crafting skills when sewing and quilling poppies.
- Painting: By Year 6, children progress to developing their own painting style and they are encouraged to justify their preferences, drawing upon art vocabulary and techniques taught throughout the key stage.
- Textiles: Year 4 carry out collage. Year 6 sew poppies.

Enrichment

- Creative days in all year groups
- Art club, Card making club, Crochet club, Comic drawing
- Christmas card designs and Christmas hoops
- Westfields Art Gallery
- Displays in the classroom/around school/open evening/Fantastic Finish/celebration evening
- Exemplary artwork in newsletters
- Poster competitions e.g. fireworks
- Summer term home learning projects
- Community project e.g. scarecrow
- Creating art in outdoor areas e.g. painting school grounds in impressionist style and using natural materials to create fossils
- Using ICT, Revelation Art, as an art tool

Cross-Curricular Links

- Year 3 - Printing links to the animal topic in Science as well as maths with vocabulary linked to pattern. Clay fossils links closely to Stone Age history. Japanese art is linked to Geography topic and Ancient Egyptian art link to History.
- Year 4 - Architectural collage project links to the Ancient Greek History topic. Water-art links to science and Ancient Roman pottery links to History.
- Year 5: Printing space tiles linking to Space and shape and space in maths. Mayan masks link to History and Geography project – The Maya and Mexico.
- Year 6: 3D Poppies project links with History and WWII. Local area architecture links with Geography. Perspective links with the Geography project on coastal areas and mathematical vocabulary.
- Vocabulary: Maths - shapes and space.

Assessment

- Whole class and verbal feedback
- Use of retrieval practice at the beginning & end of lessons
- Use of starter and plenary activities
- Assessment of skills development
- Self-assessment against each piece of art work using editing pens
- Teacher assessment, self-assessment (before and after completing projects) and peer assessment of tasks in sketchbooks
- Referral to the progression document
- Completion of the Art Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding

Inclusion / Challenge & Inspire

- Everyone has access to the Art Curriculum.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches, strategies, task design, adaptations and differentiation.
- To support, challenge & inspire children, the following is provided: self-selection and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Clear next steps are given to support and extend children.
- Challenges and extensions are set to further develop skills of inspired children.