

CROSSHALL JUNIOR SCHOOL

ART POLICY



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Crosshall Junior School

Art Policy – Spring 2019

The Visual Arts

Our Aims

- At Crosshall Junior School Academy Trust, art is seen as a vital part of our curriculum and we believe that through their involvement in art, children will become more observant of and more empathetic towards their surroundings.
- The art and design curriculum must be accessible to all irrespective of ability, gender, race or background, enabling all children to reach their full potential and ensuring equal opportunities for all. This is achieved by setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and effective assessment.
- Our focus is on quality rather than quantity, ensuring every pupil has access to a varied range of high-quality art experiences. The skills we teach are progressive and developmental and approaches towards the teaching of art are consistent throughout the school. We encourage the children to take pride in the quality of their work. During the school year every class will have pieces of art work displayed.
- There is great pleasure to be derived from Art and Design and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives.
- We believe art will inspire and motivate the children, developing their imaginations, thinking skills and confidence. It fires their imagination and is a fundamental means of personal expression.

Intent	Implementation	Impact
<ul style="list-style-type: none">• To create an art curriculum that builds skills throughout the school: drawing, painting, 3D skills in clay and other forms of sculpture, printmaking and textiles.• In order for the art curriculum to be developmental, there is an agreement about approaches, organisation, terminology, skills, techniques and concepts that will be taught.	<ul style="list-style-type: none">• Strong and genuine cross-curriculum links are made• The curriculum is regularly reviewed and revised to ensure it remains relevant and planning is updated to reflect exciting new topics and opportunities.• Children to explore, design and create individual responses in their artwork.	<ul style="list-style-type: none">• Creative and inspirational curriculum experiences.• A clear progression of skills throughout the school using a range of media.• A strong development of sketching and planning and exploration through best sketchbook practice.• Children developing pride and confidence in their creative skills.• Children developing a knowledge of the artworld as diverse and

<ul style="list-style-type: none"> • Children are familiarised with language associated with art and the names of equipment and resources which they use. • To introduce children to a range of artists: famous historical figures, contemporary, female and British artists, painters, sculptors, installation artists • To introduce children to designers: architects, ceramic artists, textile designers • For children to take a piece of art that their featured artist has created and explore it to springboard the topic and develop their knowledge but not for this to be seen as a finished piece of art. • We aim to develop our children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings. 	<ul style="list-style-type: none"> • To build sketchbook skills and promote practise in order to acquire skills successfully and gain confidence • Provide opportunities to produce artworks in a number of 2D mediums: drawing with pencil and charcoal; painting with pastels, watercolour and other paints; printmaking using a range of tools and techniques; collage and mixed media; clay to produce different types of work, following a progression of skills: flat file making; flat then modelled approach; thumb pot and then coiled pot approaches and use other materials to produce 3D artworks. • Teaching staff question children and encourage them to question themselves as they explore art materials, techniques and develop skills. • Children will also sketch and annotate ideas for a final piece of work, discuss with others and evaluate their ideas. • Each year group has basic resources and additional resources that are required for specific projects are organised centrally. 	<p>exciting, understanding that artists come from a range of backgrounds; can be male and female; that many are still alive and working; that artists work in diverse mediums including installation and utilising various technologies.</p>
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Our Curriculum

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

	Autumn	Spring	Summer
3	Houses	Printmaking	3D Clay masks

	<p>Curriculum link: History- Local history</p> <p>Artist response: take one picture- L.S. Lowry <i>Coming Out of School 1927</i></p> <p>Sketchbook skills: Local houses- drawing techniques- drawings of local buildings, including their own house</p> <p>Architect comparison and evaluation</p> <p>Creative response: design a house and create a class street- texture and colour</p>	<p>Curriculum link: History- Ancient Egypt Maths- tessellation see MC Escher</p> <p>Artist response: Henri Matisse- introduce the artist and his print-works as an inspiration to the pupils</p> <p>Sketchbook skills: Explore printmaking- use a multitude of everyday objects to make repeating print patterns on pre-prepared backgrounds, simple line print with Egyptian theme</p> <p>Creative response: individual pieces inspired by the under the sea pictures created using repeated prints on a painted background</p>	<p>Curriculum link: History- Ancient Greece</p> <p>Artist response: ceramic artist: Johnson Tsang- introduce the artist and his sculptures as an inspiration to the pupils</p> <p>Sketchbook skills: drawing faces- including half photo half self-portrait; drawing snakes</p> <p>Creative response: children make a Medusa mask out of clay.</p>
4	<p>Stone Age Inspired Art</p> <p>Curriculum link: History- Stone Age</p> <p>Artist response: comparison and evaluation of cave paintings</p> <p>Sketchbook skills: children make drawings from ideas bank</p> <p>Experience art: dramatic cave painting experience with torches</p> <p>Creative response: using watercolour paper, heavy watercolour washes and cling film to create textured background then pencils and pastels find animals and patterns</p> <p>Curriculum link: English writing stories set in imaginary worlds Maths- perspective and measurement</p> <p>Imaginary Worlds</p>	<p>3D Clay Work- thumb pots</p> <p>Curriculum link: History- Roman Britain Roman Oil Lamps</p> <p>Sketchbook skills: draw some examples of genuine Roman oil lamps</p> <p>Creative response: children make their own clay Roman style oil lamps using the thumb pot method</p> <p>3D images- no longer printmaking</p> <p>Artist response: an installation "The White Cube" by Ilya and Emilia Kabakov- introduce the children to the concept of an installation where the point is to experience the art rather than just look at it- see additional sheet.</p> <p>Curriculum link: maths- cubes and nets- see</p>	<p>Texture and Mixed Media- seascapes</p> <p>Curriculum link: Geography, Llandudno</p> <p>Artist response: Mike Bernard- take one picture: Red fishing boats, Polpero- use mixed media- cut paper and paint</p> <p>Sketchbook skills: draw views of Llandudno</p> <p>Creative response: children create mixed media pictures of Llandudno using their drawings to inform these and a mixed media approach in the style of Mike Bernard</p>

	<p>Artist response: take one picture- Hayao Miyazaki-Manga artist <i>Howl's Moving Castle</i> 2004</p> <p>Sketchbook skills: drawing skills- how to draw Manga scenes and characters; painting techniques- pen and ink outline with smooth painting using poster paints</p> <p>Creative response: children create their own imaginary world to be executed in pen and ink outline with smooth paint technique</p>	<p>Cubism and George Braque</p> <p>Sketchbook skills: learn how to draw simple 3D shapes</p> <p>Creative response: explore using 3D drawing skills creatively: write your name in 3D letters; use 3D cones, cylinders or cubes to make a creative image; make pop art cubes</p>	
5	<p>Curriculum link: Geography- rivers</p> <p>3D Clay Work- making coil pots</p> <p>Artist response: Take one bowl- Designer and potter Kate Malone Draw one of Kate's pots</p> <p>Sketchbook skills: explore drawing vegetables and fruit forms- shading skills using coloured pencils; move onto objects of own choice that could inspire pottery and draw these; digital artwork- photographic art as a way of exploring objects- vegetables and own objects photo-shop in Warhol style</p> <p>Creative response: a creative pot inspired by their chosen objects</p>	<p>Curriculum link: Science-space</p> <p>Artist response: take one picture- Emma Lindstrom</p> <p>Sketchbook skills: using shading to draw a 3D sphere; drawings of the planets in our solar system making use of 3D skills</p> <p>Creative response: children create their own pictures inspired by the work of Emma Lindstrom and images of space, galaxies etc. Children can use chalk pastels and paint to create a mixed media image</p>	<p>Texture and mixed media- plants</p> <p>Curriculum link: Science- life-cycle and plants</p> <p>Artist response: Textile artist inspired by flowers and plants: Michael Brennand-Wood, introduce the artist and his textile sculptures as an inspiration to the pupils</p> <p>Sketchbook skills: drawing trees, flowers and plants using how to draw aids and from life</p> <p>Creative response: children create their own pictures using textiles creatively- a combination of stitches, appliqué and collage</p>
6	<p>Modern Art- 2D mediums</p> <p>Curriculum link: History- The Mayans</p> <p>Artist response: Pablo Picasso- take one</p>	<p>Watercolour Painting- dramatic landscapes</p> <p>Curriculum link: English/ Geography- Travel writing</p>	<p>3D Abstract soap sculpture</p> <p>Curriculum link: History- World War II</p>

	<p>picture- explore the influence African art had on Picasso and make a study of: Pablo Picasso, 1907, <i>Head of a Sleeping Woman</i></p> <p>Sketchbook skills: drawing skills and techniques- studies of Mayan artefacts</p> <p>Creative response: in the manner of Picasso, children use the influence of Mayan art to inspire their own artwork using their choice of medium (paint, pencils, pastels, mixed media etc).</p>	<p>Artist response: Monica Gerwurz- contemporary female artist</p> <p>Sketchbook skills: Explore watercolour washes, and effects created by back-runs, salt crystals and cling film. Explore mixed media effects with tissue paper wrinkles and metallic elements</p> <p>Creative response: use techniques learnt to create a dramatic landscape inspired by the Canadian landscape</p>	<p>Artist response: Henry Moore- British artist</p> <p>Sketchbook skills: explore Henry Moore's underground sketchbook pictures, children draw people in everyday settings, including around the school- in small groups drawing PE lessons, library groups, possibly staff in the office</p> <p>Creative response: look at Henry Moore's sculptures and sketch some of these. Use as inspiration for own soap sculptures.</p>
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Assessment

Assessment is linked to planning. Formative assessment will occur while work is in progress and at the sketchbook stage. Summative assessment will be used in reporting to parents and in identifying pupil attainment. Evidence of the school policy and scheme of work in practice is collected through keeping examples of actual or photographed work.