



# NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW -ART



# Our Curriculum at Nevill Road Juniors



- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mindset to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



Key to Learning

## Our Curriculum Intent

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.  
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.  
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.  
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.  
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

# Pedagogy of Learning

## Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



# Pedagogy of Learning

## Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

### In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



# Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through...

## Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

## Hooks

Educational experiences through trips and visitors  
Books for hooks  
Hands on learning experiences  
Artifacts

## Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

## Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

## Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

## Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

## Quizzing

Create quiz questions on a topic. Could be multiple choice eg  
What is a metaphor?  
a) A comparison using 'like, as, then.'  
b) A comparison where one thing is another  
c) A comparison with a human attribute

## Sentence Stems

Sentence stems  
Scaffolding language  
Talk, talk and more talk  
Developing reasoning in mathematics  
Highlighting key vocabulary

## Building on Prior Knowledge

Activating prior knowledge  
Creating shared experiences

## Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

## Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

## Post-learns

Children evaluate their learning at the end of a unit.  
Children reflect on their learning.

## Can you still?

....last week  
....last month  
....last term  
....last year

Display board in class; use as starter question to recap.

## Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

## Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

## DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

# Pedagogy of Learning

## Check understanding throughout the lesson and provide feedback.



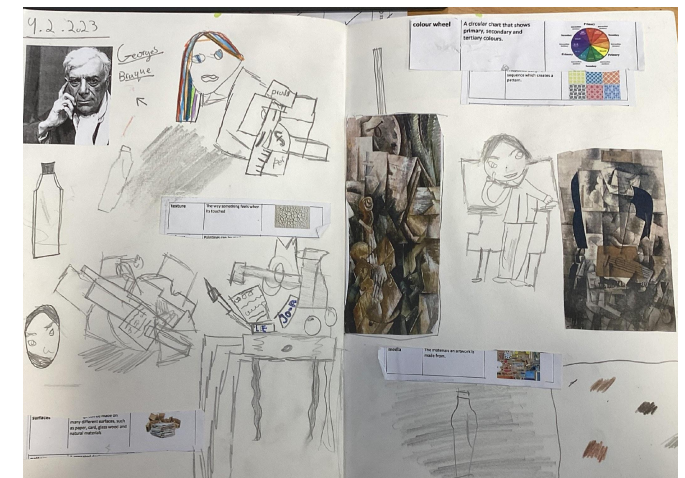
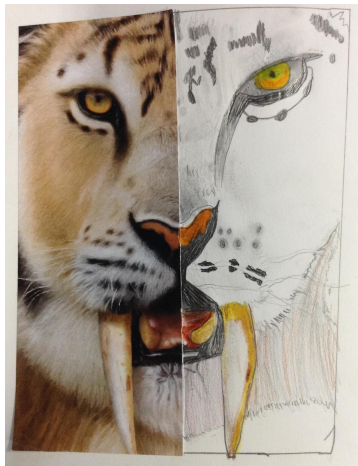
### **In lessons you will see:**

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

# Curriculum Leader - Amy Ollier (2019 - Present)

## Our Art Intent:

At Nevill Road Junior School our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art. We have the same high expectations for all learners, including those with SEND in Art. The attached provision map shows what art looks like for all learners at Nevill Road Junior School. Children learn the skills of drawing, painting, printing, collage, and 3D sculptural work and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of artistic styles and develop their knowledge of these while becoming familiar with a range of famous artists.





# Policy



## Art at Nevill Road Junior School

### Intent

At Nevill Road Junior School our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art. We have the same high expectations for all learners, including those with SEND in Art. The attached provision map shows what art looks like for all learners at Nevill Road Junior School. Children learn the skills of drawing, painting, printing, collage, and 3D sculptural work and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of artistic styles and develop their knowledge of these while becoming familiar with a range of famous artists.

### Implementation

- Pupils will begin a unit by looking at the work of great artists, architects and designers in history with equal attention being paid to men as well as women artists.
- Children use their sketch books to reflect upon the artists' work before beginning to experiment and try out different techniques, all the time being encouraged to use their imagination. Sketchbooks will be used regularly so that ideas can be reviewed, revisited and built upon.
- Pupils will be taught to develop their techniques throughout a unit of work including their control and use of materials. This will allow them to choose the techniques and material best suited for their final piece.
- Final pieces of artwork will be planned in sketchbooks before being produced/displayed and shared at the end of each topic.
- Throughout every unit the children will be taught and have opportunities to reflect upon new subject specific vocabulary. This is recapped at the beginning of each lesson with reflection time at the end of each lesson to allow children to think about new vocabulary and skills that they have learnt. It also allows them the opportunity to ask questions to further develop their own subject knowledge.

### Impact

The children at Nevill Road Juniors show great enthusiasm for Art and will leave with the knowledge of some great artists, architects and designers from history as well as modern day. They will be able to effectively choose and use an appropriate media to create their desired outcome after practising, reviewing and reflecting upon the work they complete in their sketchbooks. This creative skill will ensure they can express themselves and achieve their personal potential as artists.

To find out more about our  
Art policy click the link below:

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/3000665](http://www.nevillroad-jun.stockport.sch.uk/serve_file/3000665)

## Pupil Voice

When talking to the children in our school about Art, the predominant theme is how much they love Art. They enjoy the opportunities to be creative, use their own imaginations to create their own work and experiment with new skills.

*It is where our imaginations come to life!*

*Where we can express ourselves.*

*We can be creative.*

# Sequence of Learning Whole School Plan

Year Group	Autumn	Spring	Summer
3	<b>Drawing</b> Stone Age Cave Art - chalk	<b>Sculpture</b> Antony Gormley - junk modelling / collaging to cover	<b>Painting / Printing</b> Georgia O'Keefe - Flowers - water colours / acrylic paints / cardboard printing
4	<b>Sculpture</b> Greek Theatre Masks - Clay	<b>Painting / Collage</b> Picasso & Georges Braque - Cubism instruments - acrylics, mixing and painting with cardboard onto collaged/printed backgrounds	<b>Drawing / Printing</b> Kandinsky - oil pastels / polystyrene relief printing
5	<b>Painting / Printing</b> Esther Mahlangu - African Art Printing/Painting onto tissue paper collaged backgrounds	<b>Sculpture</b> South American Culture - Paper Mache Totem Poles	<b>Drawing</b> Lucy Burgess Stockport architecture - sketching pencils / crayons
6	<b>Painting</b> Freda Kahlo - portraits Painting with acrylics and watercolours / collaging to add details or use as a background	<b>Drawing</b> LS Lowry - sketching pencils	<b>Sculpture / Printing</b> Dale Chihuly - plastic sculptures Tie-Dye t-shirts

# Sequence of Learning - Curriculum Progression plan

- To see more about how we sequence the units of history and how the knowledge, skills and vocabulary are progressed throughout the school, follow the link below:  
[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/564794](http://www.nevillroad-jun.stockport.sch.uk/serve_file/564794)



## Art Progression of Knowledge and Skills

Drawing					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can show increasing pencil control (eg. can draw selected detail).</li> <li>Can produce a growing range of patterns and textures with a single pencil.</li> <li>Can use a range of tones using a single pencil.</li> <li>Can work from direct observation and imagination.</li> <li>Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</li> <li>Can solidify infill shapes using colour pencils, pastels, etc.</li> <li>Can use soft pastels competently.</li> <li>Can begin to experiment with oil pastels.</li> <li>Can use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Can control a pencil with increasing confidence.</li> <li>Can draw whole sketches.</li> <li>Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</li> <li>Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).</li> <li>Can confidently work from observation.</li> </ul>	<ul style="list-style-type: none"> <li>Can draw whole sketches with detail of surrounds (i.e. including the background).</li> <li>Can confidently work from imagination.</li> <li>Can solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>Can express different feelings through drawings.</li> <li>Can use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Can use a range of pencil (including different grades of pencil).</li> <li>Can begin to create depth in a composition through the use of very simple perspective.</li> <li>Can draw the layout of the face and figure.</li> <li>Can experiment with shading techniques (light/dark - pencil).</li> <li>Can use language appropriate to skill and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Can use a range of drawing media (pencil including different grades of pencil), ink, biro, pastel, charcoal etc.)</li> <li>Can use perspective in their drawings.</li> <li>Can use range of decorative techniques applied, impressed, painted, etc.</li> <li>Can select different techniques for different purposes: shading, smudging, etc.</li> <li>Can confidently use language to skill and techniques.</li> </ul>	
Painting					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can mix a range of colours (eg. secondary).</li> <li>Can mix colours to represent objects.</li> <li>Can begin to explore the relationship between colour and moods / feelings - red - angry fire, blue calm - seaside</li> <li>Can work in different consistencies.</li> <li>Can colour matching, replicating patterns and textures around them.</li> <li>Can use the brush to create a wide range of marks that are being used in their work.</li> <li>Can work in different ways and on a variety of different coloured, shaped paper.</li> <li>Can use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Can use paint and equipment correctly.</li> <li>Can predict colour mixing results with increasing accuracy - colour wheel</li> <li>Can use colour washes to build up thicker layers and point detail.</li> <li>Can use a brush to produce marks appropriate for work eg. teaching how to use dots and dashes.</li> </ul>	<ul style="list-style-type: none"> <li>Can use paint and equipment correctly and with increasing confidence.</li> <li>Can use the colour wheel to mix different shades of the same colour.</li> <li>Can understand how to use tints and tones - to lighten and darken with the use of black and white.</li> <li>Can competently work with different consistencies of paint.</li> <li>Can use language appropriate to skill.</li> </ul>	<ul style="list-style-type: none"> <li>Can begin to use tints in their work.</li> <li>Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</li> <li>Can use of colours and their relationships - eg. hot and cold colours</li> <li>Can confidently work from direct observation.</li> <li>Can use language appropriate to skill and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Can use complementary colours.</li> <li>Can replicate patterns, colours and textures in their work.</li> <li>Can begin to use different kinds of points (chroma, acrylics, watercolour etc.)</li> <li>Can confidently use language appropriate to skill and techniques.</li> </ul>	
Collage					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can cut a variety of shapes to complete a composition.</li> <li>Can investigate texture with paper e.g. scrunching and screwing up paper to create a composition.</li> <li>Can use a range of decorative techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Can use ripping as a technique for collage.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the technique of overlaying - building up layers on the surface/colour mixes.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</li> </ul>	<ul style="list-style-type: none"> <li>Can arrange and rearrange colours, shapes and texture for effect before completion of a final composition.</li> </ul>	
Printing					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can create patterns and pictures by printing from objects using more than one colour.</li> <li>Can develop impressed images with some detail.</li> <li>Can use relief printing: string, card, etc.</li> <li>Can use equipment and media correctly.</li> <li>Can produce a clean printed image.</li> <li>Can use appropriate language to describe tools, media, process, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the equipment and media with increasing confidence.</li> <li>Can create repeating patterns.</li> <li>Can print two colour overlays.</li> </ul>	<ul style="list-style-type: none"> <li>Can relief and impressed printing processes.</li> <li>Can use language appropriate to skill.</li> </ul>	<ul style="list-style-type: none"> <li>Can modify and adapt print as work progresses.</li> <li>Can make a two colour print and begins to experiment with additional colours.</li> </ul>	<ul style="list-style-type: none"> <li>Can use complementary colours.</li> <li>Can produce pictorial and patterned prints.</li> <li>Can use printing techniques such as relief works (cuttin) and tie-dye.</li> </ul>	



## Art Progression of Knowledge and Skills

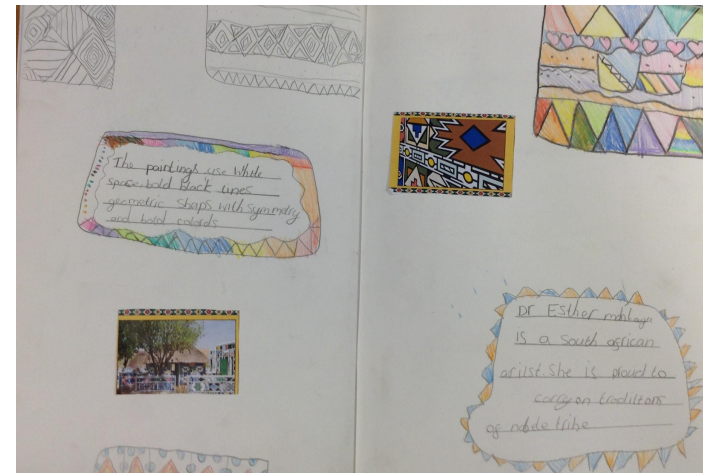
Sculpture					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can use equipment in a correct and safe way.</li> <li>Can shape and form from direct observation or imagination.</li> <li>Can join with confidence.</li> <li>Can use range of decorative techniques applied, impressed, painted, etc.</li> <li>Can use simple tools for shaping, mark making, etc.</li> <li>Can construct from found junk materials.</li> <li>Can replicate patterns and textures in a 3-D form.</li> <li>Can look and discuss their own work and that of other sculptors. (Moore, African, Native American)</li> </ul>	<ul style="list-style-type: none"> <li>Can shape, form, model and construct from observation.</li> <li>Can work safely.</li> </ul>	<ul style="list-style-type: none"> <li>Can shape, form, model and construct from imagination.</li> <li>Can use surface patterns / textures.</li> </ul>	<ul style="list-style-type: none"> <li>Can shape, form, model and join with confidence.</li> <li>Can work directly from observation with confidence.</li> <li>Can use appropriate language to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to produce more intricate patterns and textures.</li> <li>Can work directly from imagination with confidence.</li> <li>Can confidently use appropriate language.</li> <li>Be able to take into account the properties of media being used and use appropriate media for a specific purpose.</li> </ul>	
Knowledge					
Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Can comment on differences and similarities in their own work and the work of others.</li> <li>Can adapt and improve their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Can comment on differences and similarities in their own work and the work of others.</li> <li>Can adapt and improve their own work.</li> <li>Know about the importance of cave art in Stone Age culture.</li> <li>Know about Antony Gormley a British Sculpture.</li> <li>Know about Georgia O'Keefe.</li> </ul>	<ul style="list-style-type: none"> <li>Can look at and talk about the work of other artists. (Pablo Picasso OR Georges Braque and Kandinsky)</li> </ul>	<ul style="list-style-type: none"> <li>Can comment on ideas, methods and approaches in their own work and the work of others.</li> <li>Can refine ideas, methods and approaches to content in which a work was created.</li> <li>Can adapt and improve their own work to realise their own intentions.</li> <li>Know about the importance of Tudor architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Can look at and talk about the work of other artists. (S.Lovry)</li> <li>Can adapt and refine their work to reflect and their view of its purpose and meaning.</li> <li>Know about Myan art (designers) and their cultural development.</li> </ul>	
Vocabulary - Use of the previous years plus your own					
<ul style="list-style-type: none"> <li>Texture</li> <li>Surface</li> <li>Pattern</li> <li>Colour wheel</li> <li>Mix</li> <li>Layers</li> <li>Print</li> <li>Media</li> <li>Shape</li> <li>Form</li> <li>Model</li> <li>Construct</li> </ul>	<ul style="list-style-type: none"> <li>Sketch</li> <li>Infill</li> <li>Tint</li> <li>Tone</li> <li>Shade</li> <li>Lighten</li> <li>Darken</li> <li>Overlay</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Hot and cold colours</li> </ul>	<ul style="list-style-type: none"> <li>Complimentary colours</li> <li>Batik</li> <li>Tie-dye</li> </ul>		



## Art lessons at Nevill Road.

Throughout an Art unit, you will see a focus on an artist. An artist study is completed through sketches of an artist's work and self-reflections on media and techniques used as well as children's own opinions on the art work. Children are encouraged to present their work creatively, ensuring complete ownership over their sketchbooks.

Pupils are then taught to develop their techniques throughout a unit of work including their control and use of materials. This will allow them to choose the techniques and material best suited for their final piece. Sketchbooks are used to experiment and practise these different skills and techniques before moving onto create final pieces.




# Art lessons at Nevill Road.

In lessons you will see:

- Teacher talk is kept to a minimum ensuring children work hard and focus upon their learning.
- A clear outcome for the children and what media they will be using to complete the unit.
- Lessons begin with a recap of previous learning and with 'Can you still...questions.
- Vocabulary is explored throughout lessons.

Year 4

Painting  
Cubism



In this unit, you will learn...


**Skills and Knowledge**

- Can look at and talk about the work of Georges Braque.
- Can understand how to use tints and tones - to lighten and darken with the use of black and white.
- Can use the colour wheel to mix different shades of the same colour.
- Can use cardboard to paint with, with increasing confidence.
- Can competently work with different consistencies of paint.

Can you still...?


remember what Art and artists you have learnt about in Year 3 and 4?

Stone Age, cave art




Which was your favourite?

Gerogia O'Keefe



What can you remember about them?

Antony Gormley



Greek theatre masks







# British Values

To find out more about how we promote British Values through our curriculum, follow the link below:

[http://www.nevillroad-jun.stockport.sch.uk/serve\\_file/6477805](http://www.nevillroad-jun.stockport.sch.uk/serve_file/6477805)

Here are examples of how British Values are promoted through the Art Curriculum:

- **Mutual respect** - Respecting each others' work when sharing what we have created at the end of lessons.
- **Tolerance** - Children are exposed to a wide range of artists from different backgrounds and cultures.
- **Individual liberty** - Children are encouraged to be creative and given opportunities to express themselves throughout the Art curriculum.
- **Democracy/Rule of Law** - Through RE and PSHE, Year 6 will look at the statue of Edward Colston and debate whether we should have art work linked to controversial figures.

# Protected Characteristics



For many years, when looking at the teaching of Art, it has been dominated by the teaching of male artists from European countries. While their art and its impact on the World cannot be overlooked, we believe that it is of great importance to expose our children to artwork from artists all around the world and of any gender.

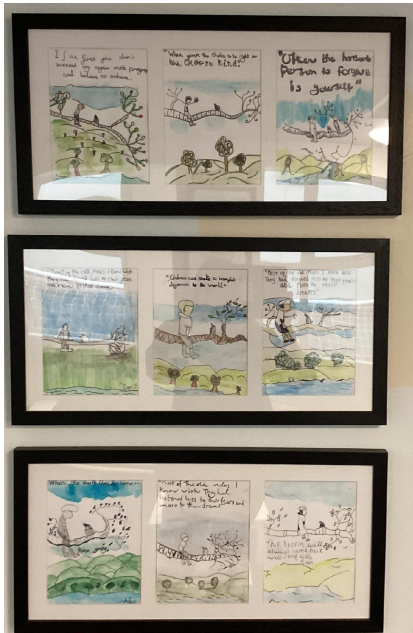
Our aim when designing our curriculum overview was to ensure that this was reflected in the artists and art movements that we chose. This is a careful balance and one that is regularly reviewed and updated, specifically in regard to contemporary artists. We hope that this will ensure our children's aspirations are limitless and they can see that anyone can achieve in becoming an artist.



# Enriching the Curriculum

At Nevill Road we want to enhance the learning of art through whole school art weeks focusing on different artists or styles, creating their own work. This is then proudly displayed around the school for everyone to enjoy.

Children in Years 5 and 6 have the opportunity to join Art club which is run after school. The children have thoroughly enjoyed the chance to experiment with techniques and be completely creative for the 45 minutes session.



# Monitoring and Evaluation

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.



## Subject Leader Monitoring

Date: 15/11/2022

Subject: Art

### Intent

Book looks - From looking through the books there is evidence again this year that a rich and broad Art curriculum is being delivered in most year groups. There is evidence of high expectations for all with examples of SEND children reflecting on their work in different ways. Children's creativity and opportunities to create and invent their own artwork is still developing and being built upon from year to year. It is evident particularly in Year 4 and 5 of this developing from the previous years. It is evident in all sketchbooks and planning that children are now being given opportunities to explore a range of artists and artist styles before practising the different art skills and then applying them to final pieces.

### Implementation

Year 3 - All sketchbooks had the skills sheet stuck in, this was not highlighted however the unit has not yet been completed. Children have looked at Stone Age cave art, they have practised different skills of creating lines, patterns and using rubbings to create different textures. Their observational sketches of Stone Age animals are fantastical!

Year 4 - Sketchbook show that children looked at many examples of Greek theatre masks, children were confident talking about what they liked or didn't like about the different designs. Some children had used their creativity to sketch sections for the masks or patterns within the masks that they liked. Key vocabulary was displayed in all books, as was the skills sheet at the start of the unit which was highlighted in most books. Children had practised the skills needed for creating their own masks before planning and completing their own final piece. In all books, the children had reflected upon their own learning and had pasted notes off their friends who had also reflected on their work.

Year 5 - Sketchbooks showed that children had completed an artist study for Ester Mahlangu, with the children reflecting on the patterns and using their creativity to practise, copy and look at her artwork. All sketchbooks showed that children had practised printing using different colours, onto different paper and with different patterns. They had also practised their final design by sketching it out and completed a print using two or more colours.

Year 6 - We have changed the unit for Year 6 from Carl Warner to Freda Kaho, this has not been taught. In the sketchbooks Year 6 have created a mood board with a plan for a Mayan Gods eye that they have then made.

### Moving forward:

- All year groups (Year 5 and 6) to stick in the cover page at the start of each unit (attached and reminded in email and updated the cover pages), use this to mark NOT the children's sketchbook pages. Highlight when they have achieved each objective.
- All year groups need to follow the scheme to ensure a range of artists are being taught. It is also important that these are taught when agreed, year 6 have taught Mayan Gods eyes, not on the scheme and have not covered anything else. Year 5, 2 classes have started their Stone Age art which they didn't cover in AUL.
- Continue to develop the use of sketchbooks allowing the children greater creative freedom when using their sketchbooks. This should gradually build year on year with Year 3's focussing on teaching children how we use our sketchbooks and by Year 6, children should have full creative freedom with how they practise the skills and present their work. This should be in the forefront when planning - showing the children good examples has really helped in Year 3 and 4.
- A staff meeting is needed to share good practise and ideas on artist studies as well as the teaching of vocabulary and how this is displayed in sketchbooks (glossary?) I need to look in more detail and with greater creativity from the children, at the artist, architecture or artistic style for the units.
- Opportunities for children to reflect upon their others work needs to be further developed and embedded in a consistent approach across all year groups. Year 4 have evidence of this on post-it notes is really lovely and good practise following a recent training course as children can choose where to stick in.
- Assessment of Art has now been agreed across school - all year groups need to complete when the unit has been taught or in the staff meeting for Foundation subject data.

### Impact

Book looks & Planning - see above for reviewing and reflecting upon work in sketchbooks and planning.

Pupil Voice -

What is Art?

Drawing / painting / making / printing / being creative and imaginative / learning new skills / expressing yourself / where your imagination come to life

What have you been learning about in art this year?

Year 3 - Stone Age art

Year 4 - Greek masks

Year 5 - printing - Ester Mahlangu

Year 6 - Gods eyes - linked to Mayans

Could you tell me about your favourite piece of work?

Year 3 - animal sketches / lines

Year 4 - Greek masks / Georgia O'Keefe (liking the artist study) / Stone Age animal sketch

Year 5 - Georgia O'Keefe / Zara Hadid / Ester Mahlangu / Charlie Mackesy

Year 6 - Totem poles / Bramhall Hall sketching / mono printing - Ester Mahlangu

How does your teacher help you learn new words?

Year 3 - looked at cover sheet / sounding them out

Year 4 - Sticking in the strips - said it isn't that helpful but they all referred back to them.

Suggested a glossary at the back of sketchbooks.

Year 5 - Learn about the artist fist / shows us then we do it / look at the words at the start

of the lesson, discuss with partner then whole class

Year 6 - Not done any this year

Find a word and ask a child what it means.

Year 3 - new all the vocab except 'media'

Year 4 - great!

Year 5 - Hot & Cold colours knew - didn't know what media was

Year 6 - Not done any this year

What did you learn about in Art last year?

Year 3 - unsure about which was Art or DT, remembered: painting with lots of dots / Van Gogh sunflowers / Queen in different colours / landscapes - draw along video / Andy Warhol - pop art

Year 4 - Georgia O'Keefe / Stone Age cave art / Antony Gormley

Year 5 - Zara Hadid / Picasso and Braque / Greek masks

Year 6 - Ester Mahlangu / Totem poles / Bramhall Hall sketching

What do you know now that you didn't know before?

Year 3 - cave art - knew lots about it!

Year 4 - Greek masks why they needed big expressions

Year 5 - Ester painted her houses to show that a respectful family lived there.

Year 6 - Not done any this year

Years 4, 5 and 6 all liked the idea of a glossary with the art vocab in the back of their books

Children asked for:

- More drawing and less writing
- More lessons - 1 a week
- Mixed media project in Year 6

# Assessment and Data



## Art Assessment



Art Assessment	Year	Autumn Term	Number in Cohort: 26 2022/20223		
<b>Unit of work: Sculpture - Greek Theatre Masks</b> <b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>Can shape, form, model and construct from imagination</li> <li>Can use surface patterns / textures.</li> </ul>			Emerging/ Developing	Expected/ Secure	Secure + (WGD/Mastery)
<b>Key Vocabulary:</b> Shape, Form, Model, Construct Texture, Surface, Pattern, Media					
			%	100%	%



## Art Assessment



Art Assessment	Year	? Term	Number in Cohort: 2021/2022		
<b>Unit of work: Painting - Esther Mahlangu</b> <b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>Can begin to use tints in their work.</li> <li>Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</li> <li>Can use of colours and their relationships - eg. hot and cold colours</li> <li>Can confidently work from direct observation.</li> <li>Can use language appropriate to skill and techniques.</li> <li>Can modify and adapt print as work progresses.</li> <li>Can make a two-colour relief print and begin to experiment with additional colours.</li> <li>Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</li> <li>Can comment on ideas, methods and approaches in their own work and the work of others.</li> <li>Can relate ideas, methods and approaches to context in which a work was created.</li> <li>Can adapt and improve their own work to realise their own intentions.</li> </ul>			Emerging/ Developing	Expected/ Secure	Secure + (WGD/Mastery)
<b>Key Vocabulary:</b> Colour wheel, Mix, Layers, Print, Texture, Surface, Pattern, Media Infill, Tint, Tone, Lighten, Darken, Overlay <b>Hot and Cold Colours</b>					

## Strengths of Art At Nevill Road.

- A love of the subject, regardless of ability or gender.
- Opportunities for the children to be creative and allow their individual styles to shine through.
- A limitless curriculum where our SEN/D children thrive alongside their peers.
- A broad curriculum covering all areas of Art within every year group.
- A clear progression through each unit across the school.
- Consistent assessment used across school for each unit taught.

# Next Steps

- To continue to monitor Art across school.
- To ensure all year groups following the scheme.
- To ensure consistency with all year groups using the skills pages and highlighting them instead of marking on children's sketchbook pages.
- To build the vocabulary banks for all year groups and ensure they are evident in all sketchbooks.
- To conduct a staff questionnaire to audit CPD needs
- Continue to support staff with allowing children to be creative - focusing on the artist studies - less writing more art!