

Art portfolio



Intent



Children will gain an appreciation about art and its value in society, including **respect** towards its purpose and audience. Consequently, children will become **resilient** and develop a love of the discipline. Children will enjoy working alongside their peers, showing **kindness** and **teamwork** when co-creating and analysing others' artwork.

With these aspirations, our intentions for the art curriculum are:

- For children to produce creative work, exploring their ideas and recording their experiences;
- To support children in becoming proficient in drawing, painting, sculpture and other art, craft and design techniques;
- To develop skills that allow children to evaluate and analyse creative works using the language of art, craft and design;
- To gain important knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation



At Southway Junior, teachers bring the art curriculum to life and engage children through a range of stimuli, including famous artists and artworks, photography, the local environment and illustrations. We interweave our 'iii' pedagogical approach in each year group's learning journey via a cross-curricular approach with other subjects, including: English, DT, RSHE, history, science, geography and computing where appropriate. Our school values will be intertwined within our art lessons – children will develop their levels of **resilience**, **teamwork**, **independence** and **respect** due to carefully selected artists and subject matter that they study.

While there are opportunities for children of all abilities to access and develop their skills and knowledge in each teaching unit, the planned progression built into the art curriculum means that the children are increasingly challenged as they move through the school. The school's progression documents outlines the annual coverage, individual year group Medium Term Plans and lesson plans are then used to ensure high expectations and consistency.

Children's work is shared and celebrated consistently throughout the school through high quality displays, open afternoons and whole-school exhibitions, including a photography competition.

The use of sketchbooks is embedded in our teaching of art as it promotes self-directed learning and demonstrates to children how their learning in art can be an analytical, creative and through-provoking process, requiring resilience, and can lead to exciting outcomes. This focus on the 'journey' of a piece of art helps children see that the process is as important as the outcome.

Impact



By the end of their time at Southway children will be able to:

- Use sketch books to explore and develop a mastery of knowledge and skills, including recording their observations and use them to review and revisit ideas;
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay);
- Describe and talk about the work of some great artists, architects and designers.
- Talk about their enjoyment of the discipline.

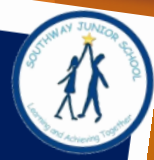
Our curriculum offer will correspond with Southway's [Progression document for Art and Design.](#)

Foci	Year 3 Me and My World Raiders & Invaders Battles and Bangs	Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond	Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers	Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits
Sculpture (Clay, plasticine, boxes, wire, mod roc, paper, card, etc.)	I can use tools to create lines, texture and shape in my work. I can shape and form malleable materials from direct observation. I can talk about the work from a historical perspective.			I can manipulate, shape and join well to make an effective sculpture. I can use a range of tools to create increasingly intricate detailing and form when sculpturing. I can experiment and combine materials and processes to make a 3D form.
Known Artists and designers	I can compare the work of different artists. I can say how artists have used pattern, colour and shape. I can say what effect the work of artists and designers have on me. I can explore work from other times and/or cultures	I can talk about the impact of artists and say what I think the artist is trying to express in their art.	I can relate art/ artists to different periods in history. I can research the work of artists by looking at their work in books, the internet, art galleries etc.	I can talk about an artist/designer and how they influenced my work. I can research the work of looking at their work on the internet, art galleries etc.
		Can plan, take and digitally process multiple images and evaluate them with others against the brief, selecting the most effective.	Can plan, take and digitally process photographs for a creative purpose, working as part of a group	Can plan and provide context for superimposed photographs Can use their photography to express an image and feelings when taking

Curriculum Progression

ART AND DESIGN Curriculum

Foci	Year 3 Me and My World Raiders & Invaders Battles and Bangs	Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond	Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers	Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits
Drawing (pencils, charcoal, inks, chalk, pastels etc.)	I can experiment with different pencils to see what they can do. I can make quick sketches to record my observations. I can use my initial sketches as a preparation for painting. I can begin to draw increasingly accurately using proportion and placement. I am beginning to show facial expressions in my drawings. I can understand the benefit of redrafting and evaluating mine and others' work (e.g. Austin's butterfly).	I can identify and draw the effect of light on something. I can draw simple objects and use marks and lines to produce the impression of texture. I can experiment with scale when drawing using a variety of scales. I can experiment how holding a pastel can create different effects. I can experiment with how force when using pastels can create different effects. I can use blending to create form. I can explore different pastel techniques (e.g. side strokes, feathering, layering, tapered end etc.)	I can explore the effects created with ink. I can use Indian ink and ink pens to draw, creating texture, light and shade. I can identify and draw the effect of light on something from different directions. I can produce increasingly accurate drawings of people in different positions and in movement showing correct proportion and placement. I can use blending to create form. I can explore the use of shadows when drawing. (charcoal, chalk, pencil)	I can show the effect of light on people and objects from different directions using a variety of tools. I can produce increasingly accurate drawings of people reflecting shape, proportion, expression, placement in a still position and in movement. I am understanding the concept of perspective – physical (outdoors) and human (relative body parts/size) I can draw from life with scale and proportion. I can draw facial and body language in sketches.



Southway's Three IIs



At Southway our pedagogical approach is based on three key, identifiable elements:

INDEPENDENT LEARNING MEANS...

- Teachers providing structured, well ordered classrooms
- Teachers ensuring clear routines
- Staff having consistent learning behaviour expectations
- Teachers providing high quality resources
- Teachers promoting children as teachers as well as learners
- Teachers providing appropriate tasks and learning for children to access at all levels of ability
- Staff applying the C3B4ME – ‘See three before me’ approach

INTERACTIVE LEARNING MEANS...

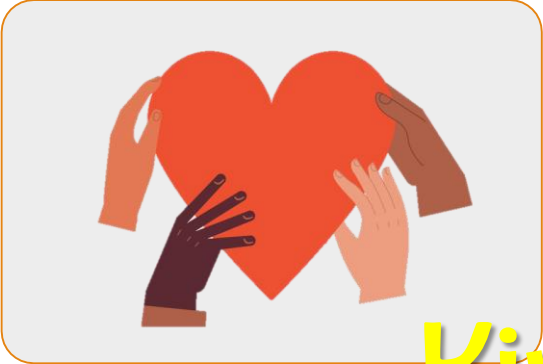
- Teachers finding appropriate opportunities for exploratory learning through hands on experiences
- Teachers using the outdoors as a teaching and learning space



INSIDE-OUT LEARNING MEANS...

- Children working harder than teachers
- Children investigating rather than being told
- Teachers asking more open ended questions
- Teachers focusing on enquiry based learning
- Teachers demanding excellence

Southway's Values



Kindness



Respect



Resilience



Teamwork

Curriculum Overview



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Me and My World</u></p> <p>Colour study - Aboriginal Art Artist Study: Seurat & Aboriginal Artists <u>Photography:</u> colour & editing brightness/contrast</p>		<p><u>Raiders & Invaders</u></p> <p>Life drawings & Clay Tiles</p>		<p><u>Battles and Bangs</u></p> <p>Roman mosaics – clay Roman pottery - clay</p>	
Year 4	<p><u>Victorian Towns and Twisted Tales</u></p> <p>Repeated pattern printing Artist Study: William Morris <u>Photography:</u> Using zoom and flash in nature</p>		<p><u>Mysterious Maya</u></p> <p>Watercolour collages Artist Study: Henri Rousseau</p>		<p><u>To Infinity and Beyond</u></p> <p>Abstract space landscapes Artist Study: Peter Thorpe</p>	
Year 5	<p><u>Power and Palaces</u></p> <p>Tudor portraits – portraiture Artist Study: Hans Holbein</p>		<p><u>We'll Meet Again</u></p> <p>World War Two art – charcoal and chalk Artist Study: Henry Moore <u>Photography:</u> Capturing mood/emotions</p>		<p><u>Seas, Storms & Survival & Glorious Greeks unit</u></p> <p>Watercolour landscapes Artist Study: Hokusai & Clay pottery vases and pots - ink (in Greek unit)</p>	
Year 6	<p><u>Frozen in Time</u></p> <p>Mixed media landscapes Artist Study: Francis Hatch</p>		<p><u>Walk Like an Egyptian</u></p> <p>Clay canopic jars & Cartouches & How Pattern and Colour has Evolved over Time</p>		<p><u>Blood, Bones and Body Bits & Stone Age unit</u></p> <p>Self/human portraits Artist Study: Picasso and Chuck Close <u>Photography:</u> Angles & Perspective</p>	

CLASSES NAMED AFTER ARTISTS



Our year 3 classes are named after inspirational, unique and famous world artists. Each class studies their artist during the beginning of each academic year, including painting in the style of their artist.

Picasso



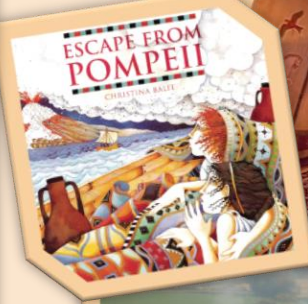
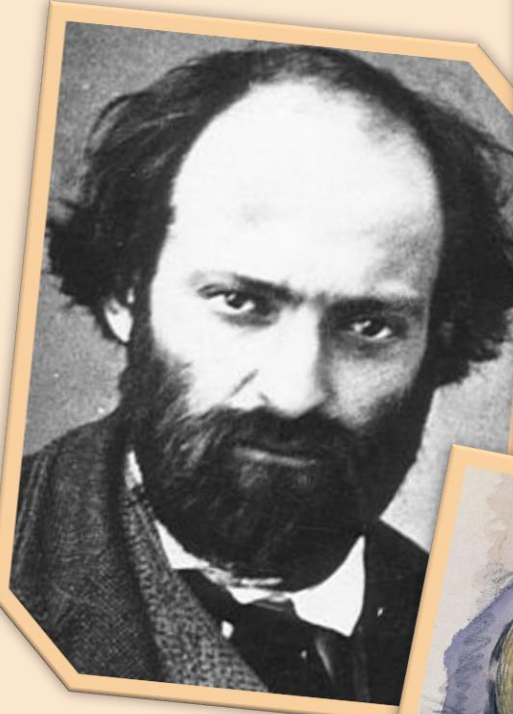
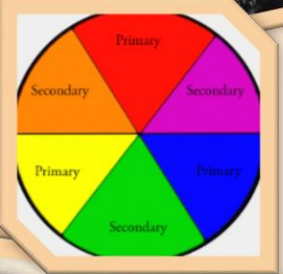
Turner



Khalo



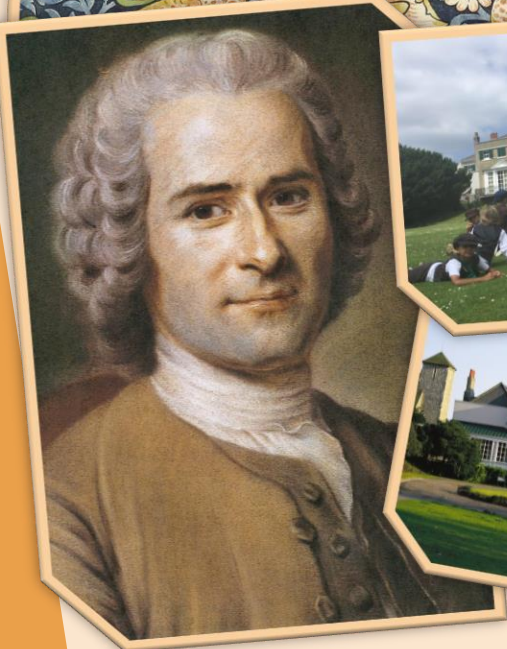
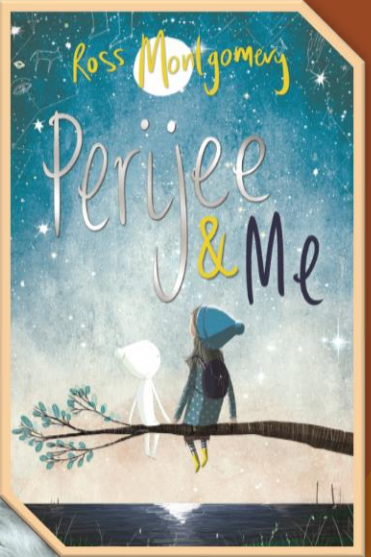
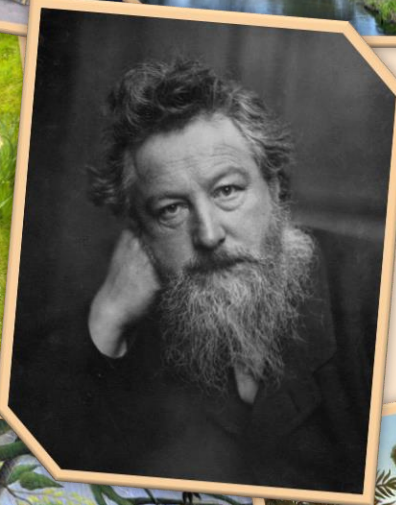
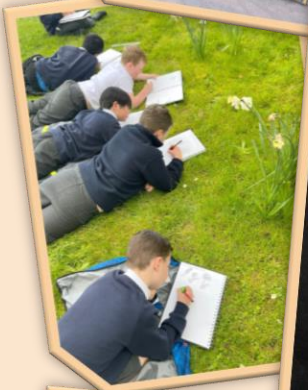
INSPIRED BY IN YEAR 3...



STANDARDS IN YEAR 3



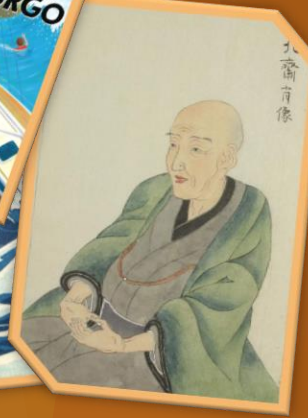
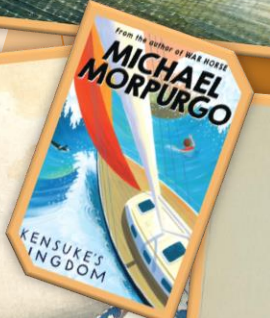
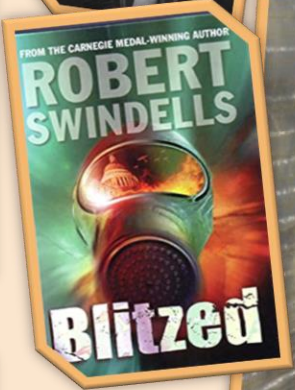
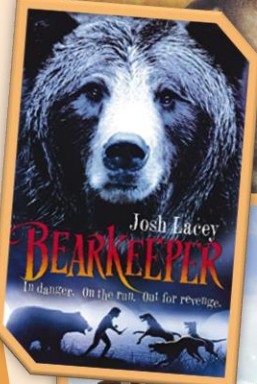
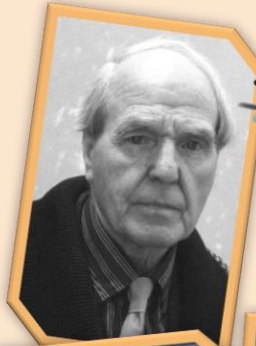
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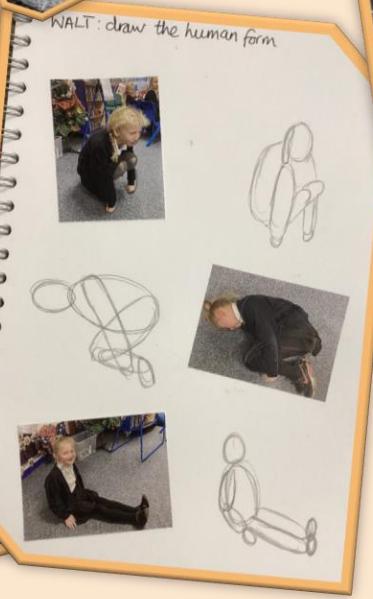
STANDARDS IN YEAR 4



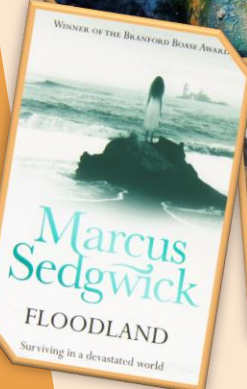
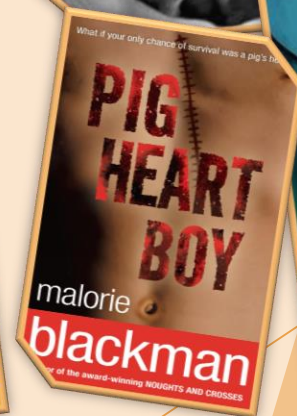
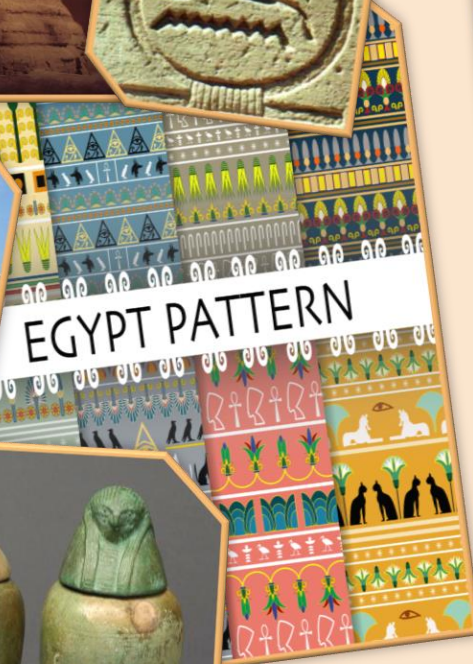
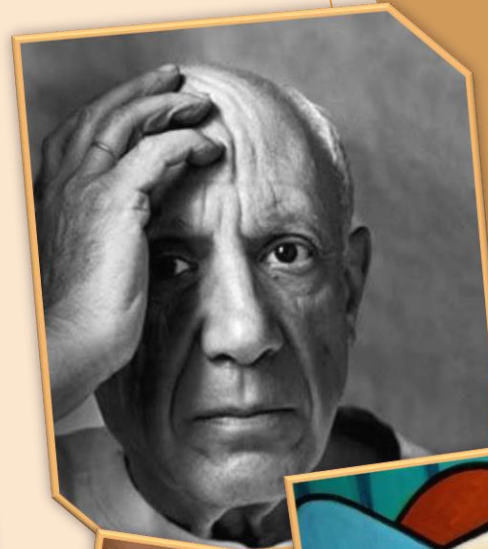
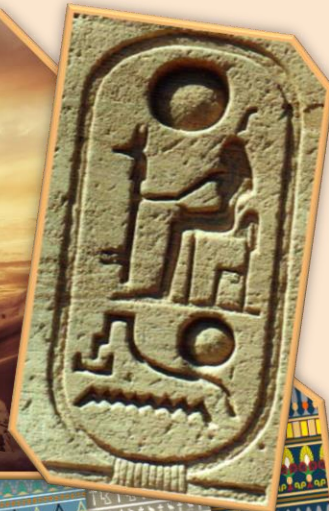
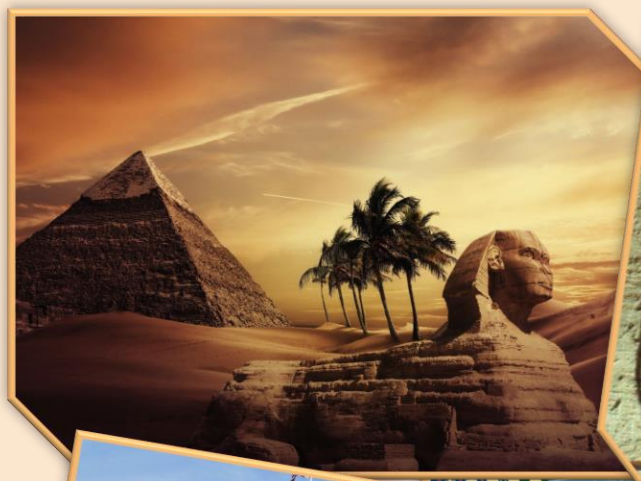
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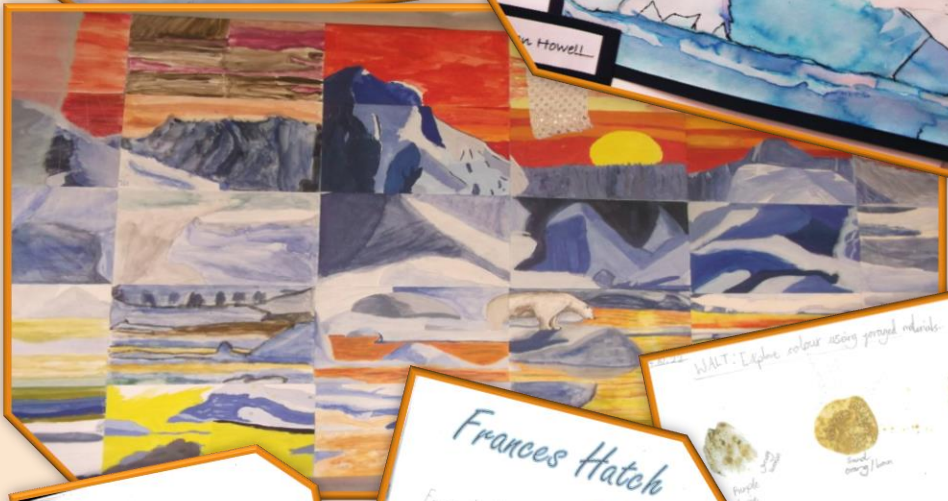
STANDARDS IN YEAR 5



INSPIRED BY IN YEAR 6...



STANDARDS IN YEAR 6



Frances Hatch

Frances Hatch is an artist who likes to use outside objects found in the environment as a part of her art. She likes to use things from nature to create a picture of how she is.

She has things attached to the artwork, but she only uses natural things.

She also makes pictures out of things that are not natural.

She even makes the animals, with their feet and what they do.

She is a very good artist.



Pupil Voice



"Art is my favourite subject because I find it calming and it allows me to show my creativity. I really enjoy art with lots of colour and excitement!" (Year 3)

"I really enjoyed our Antarctic paintings based on Francis Hatch's work because I got to work with other people, experiment using water colours and create a whole class piece of work. I think it looks superb all put together and it taught us the importance of working hard." (Year 6)

"My artwork has improved massively. Pablo Picasso is one of my favourite artists. I love his style and finesse. His obscure differences make him visible. I've learnt about textures, perfecting my stroke and the importance of detail. I LOVE art – it is my favourite subject...along with games!" (Year 6)

"We learnt about William Morris and his wonderful Victorian designs, which he based on nature. We learnt how he used repeated patterns, which were also rotated to create eye catching designs. We used the bird hide to sketch nature based on William Morris' work. It was amazing!" (Year 4)

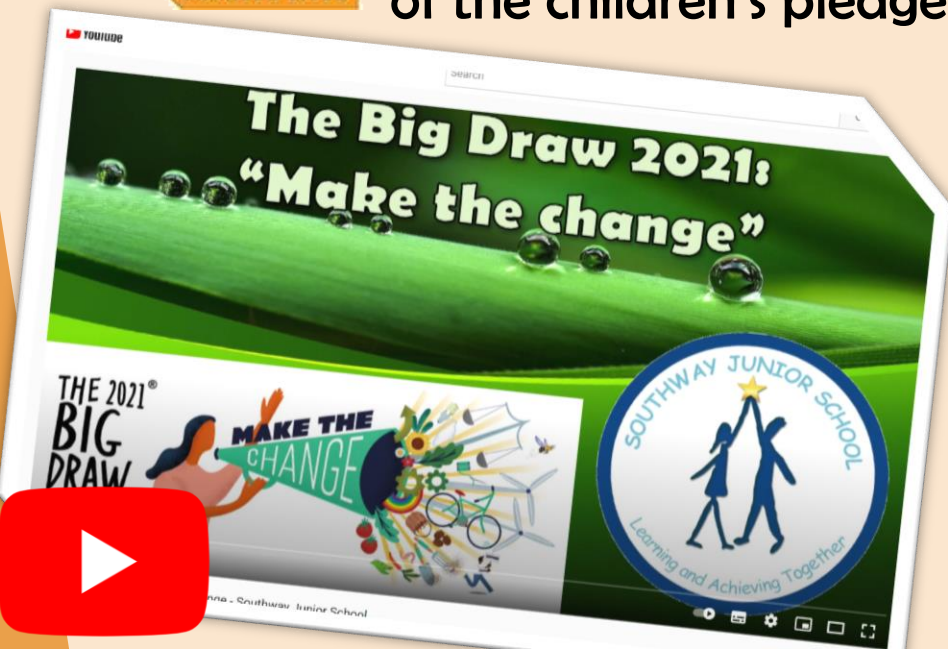
"In art you really need to focus and learn from your mistakes. It's not always easy. Practise makes progress and I enjoy being able to see how my work improves by trying again. (Year 5)

"We were learning about drawing portraits with lots of detail. We learnt about symmetry in faces and practised drawing portraits, whilst taking our time, care and attention. We ended up drawing ourselves in Tudor clothes – it was really fun!

Enrichment Opportunities



The theme for the Big Draw was “Make a Change”. The children repurposed plastic milk bottles into 3D bird feeding sculptures, eventually planting all 357 of them on the school field to create one giant bird! The children’s pledges were also written on their sculptures which were then taken home afterwards. A video was uploaded to [YouTube](#) of the children’s pledges & birds.



Enrichment Opportunities



Every year the children create their own Christmas-themed art, which is then made available for parents to buy as Christmas cards, tags, wrapping paper or mugs.



Enrichment Opportunities



Once a week, Mrs Mottram runs an art and craft club in the DaVinci for children who show a passion for the subject.

Children have a wonderful time exploring and experimenting with different media, honing and developing their skills.



Enrichment Opportunities

Each year we run a photography competition – each with a different theme or photographic skill. The children work in teams and enhance their creations using software.

In an awards assembly, each year group has a winner and the top photograph is displayed in the hall for everyone to marvel at for the year!



Enrichment Opportunities

In 2023, Southway took part in a locality willow art sculpture project, which involved the children parading their artwork in town centre!



Beyond the classroom...

At Southway we are fortunate to have a dedicated art and D.T. classroom called The DaVinci. This bespoke facility has a purpose-built kitchen, clay sinks, art materials and enough tables/stools to fit a whole class in.

