



# Art at Alex Park

 **Alexandra Park Junior School**  
To Learn, Be Happy and Achieve Our Best

PROUD TO BE PART OF  **The Pinnacle Learning Trust**

# Curriculum Offer

## Art Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

\*Whole class Art lessons: 3 Units per year for each Year group (5 lessons per unit) with cross curricular and enrichment opportunities.

Enrichment opportunities include:

- Oldham Gallery Visits
- Linking Project
- Opal play

Stage 2 - Additional Support

\*In class focus group with adult giving additional feedback on learning.

\*Kagan groups

\*Talking Time to facilitate oral rehearsal

\*Focus for children working below on Key Performance Indicators in learning.

\*Inprint resources used to support vocabulary.

\*Word mats for key vocabulary.

Stage 3 - Intervention

During pupil progress reviews children who are still struggling to progress are identified and appropriate targeted intervention is put into place including:

HL support with editing of annotations or RRI

Stage 4 - Further Support

If summative assessment does not show sufficient progress being made despite interventions, liaise with SENDCO.

# Intent



At Alexandra Park Junior School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

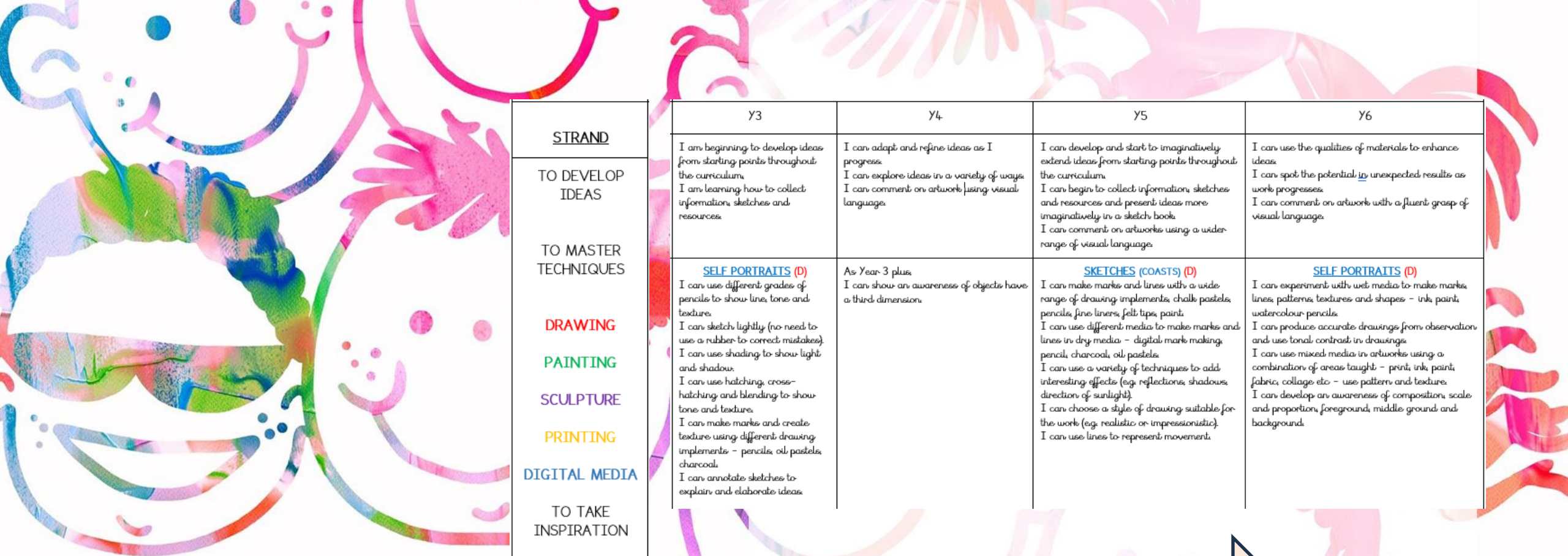
## Aims

The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Self Portraits (Drawing) Vincent Van Gogh	Junk Modelling (Sculpture)		Tree Sprites (Sculpture) Andy Goldsworthy
Autumn 2		Roman Mosaics (Pattern)		
Spring 1	Egyptian Cartouche (Sculpture)	Mountain Paintings (Painting) Nicholas Roerich		
Spring 2	Jungle Paintings (Painting) Henri Rousseau		Greek Masks (Sculpture)	Self-Portraits (Drawing) Pablo Picasso
Summer 1			Pop Art (Digital) Romero Britto	Islamic Art (Pattern)
Summer 2			Coastal Sketches (Drawing) William Turner	

# Intent - Long Term Plan



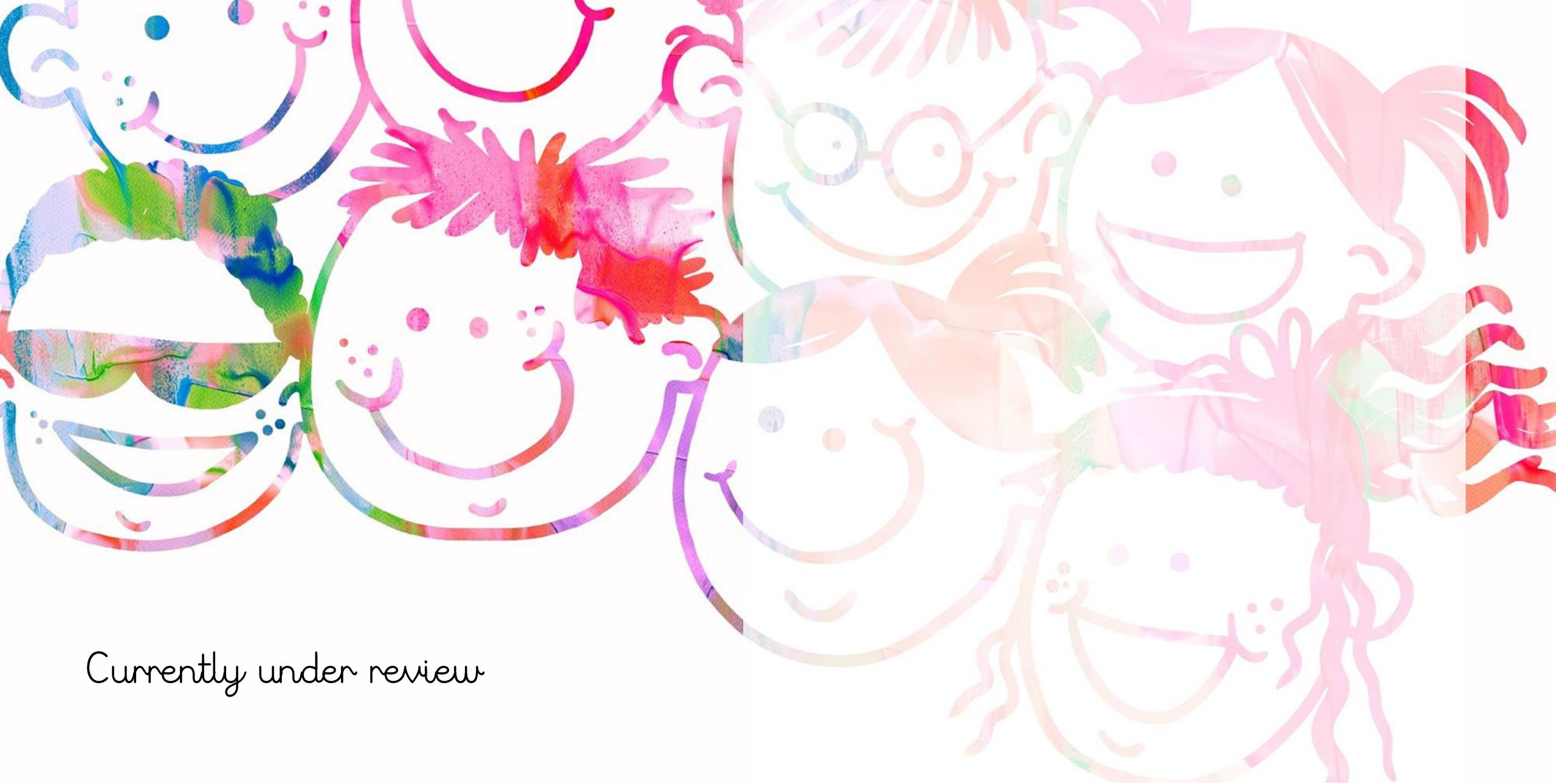
<b>STRAND</b>
TO DEVELOP IDEAS
TO MASTER TECHNIQUES
<b>DRAWING</b>
<b>PAINTING</b>
<b>SCULPTURE</b>
<b>PRINTING</b>
<b>DIGITAL MEDIA</b>
TO TAKE INSPIRATION

Y3	Y4	Y5	Y6
I am beginning to develop ideas from starting points throughout the curriculum. I am learning how to collect information, sketches and resources.	I can adapt and refine ideas as I progress. I can explore ideas in a variety of ways. I can comment on artwork using visual language.	I can develop and start to imaginatively extend ideas from starting points throughout the curriculum. I can begin to collect information, sketches and resources and present ideas more imaginatively in a sketch book. I can comment on artworks using a wider range of visual language.	I can use the qualities of materials to enhance ideas. I can spot the potential in unexpected results as work progresses. I can comment on artwork with a fluent grasp of visual language.
<b>SELF PORTRAITS (D)</b> I can use different grades of pencils to show line, tone and texture. I can sketch lightly (no need to use a rubber to correct mistakes). I can use shading to show light and shadow. I can use hatching, cross-hatching and blending to show tone and texture. I can make marks and create texture using different drawing implements - pencils, oil pastels, charcoal. I can annotate sketches to explain and elaborate ideas.	As Year 3 plus. I can show an awareness of objects have a third dimension.	<b>SKETCHES (COASTS) (D)</b> I can make marks and lines with a wide range of drawing implements, chalks pastels, pencils, fine liners, felt tips, paint. I can use different media to make marks and lines in dry media - digital mark making, pencil, charcoal, oil pastels. I can use a variety of techniques to add interesting effects (eg. reflections, shadows, direction of sunlight). I can choose a style of drawing suitable for the work (eg. realistic or impressionistic). I can use lines to represent movement.	<b>SELF PORTRAITS (D)</b> I can experiment with wet media to make marks, lines, patterns, textures and shapes - ink, paint, watercolour pencils. I can produce accurate drawings from observation and use tonal contrast in drawings. I can use mixed media in artworks using a combination of areas taught - print, ink, paint, fabric, collage etc - use pattern and texture. I can develop an awareness of composition, scale and proportion, foreground, middle ground and background.



# Progression

At Alexandra Park, our curriculum has been written and personalised to both meet the needs of our children and link to the broader topics we teach each term.



Currently under review

# Intent - Retrieval

# Implementation



The teaching and implementation of the Art and Design Curriculum at Alexandra Park Junior School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with the linking project when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

## Key stage 2

Pupils are 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.

Art will be taught in 3 elements:

Element 1: Study of artists and annotation

Element 2: Experimenting with media

Element 3: Creating artwork, modifying and evaluating.

# Implementation: diversity, inclusion, SMSC and British Values opportunities



## Year 3:

Self-portraits - Promoting positive body image.

Egyptian Cartouche - Ancient, culture and civilisation.

Jungle paintings - Social responsibility and awareness of ecological issues.

## Year 4:

Junk modelling - Social responsibility and awareness of ecological issues.

Roman Mosaics - Historical artistic context and social hierarchy representation.

## Year 5:

Greek Masks - Historical popular culture. Cultural representation of masks as a source of entertainment.

Digital Art - Contemporary popular culture.

Coastal Sketches - British social and cultural history.

## Year 6:

Tree Sprites - Spirituality myth and legend across different cultures.

Self Portraits -

Islamic Art, ancient culture and civilisation. Ancient cultural influences on art and design.

Local Study: British values, local culture and community across historical timelines.



# Intervention



- InPrint - facilitating task instruction, annotation tasks and evaluation tasks
- Kagan groups - peer support
- Modelling - providing clarity where needed
- 1:1 editing - for written annotations, evaluations, or video recording of evaluations
- Scaffolding

My artwork is inspired by...

Crosby beach

sculptures

sketch watercolours

I really like

Next time I went to improve.

I think this painting is about.

The colours that have been used are.

This painting makes me feel.

This is my favourite painting because.

# Sequence of teaching



In each planning sequence there must be:

- Vocabulary development - introduction of new and artistic vocabulary relating to the unit

*This is discussed prior to commencing the teaching as part of the discussion around the Knowledge Organiser. Each lesson also contains 3 'Word aware' words that revisit this vocabulary and other words relating to the unit at the start of each lesson.*

- Opportunities for the children to connect with an artist and their work
- Recap of previous skills and teaching of required skills for the unit
- An experimenting techniques lesson, giving the children the chance to experiment with materials, media and equipment
- Opportunities for replicating an artist's work. Their resulting evaluations will then inform their final piece of artwork
- An explicit 'final piece' - where the children can produce their artwork independently.
- Evaluation of final piece of work and how they met the requirements of the learning outcome, including potential modifications for improvement.

# Impact

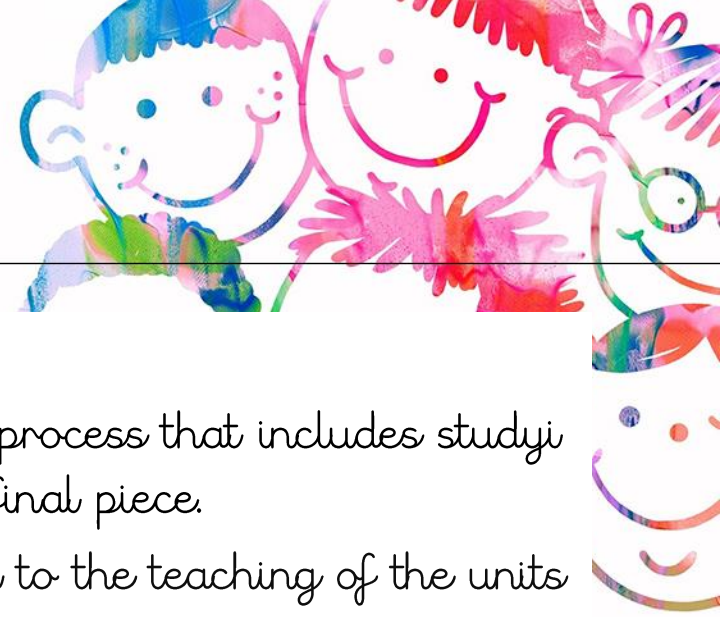


Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. We believe that our Art and Design curriculum lays solid foundations for our pupils to build on as they move into Key Stage 3.

Impact may be measured in a variety of ways, including: -

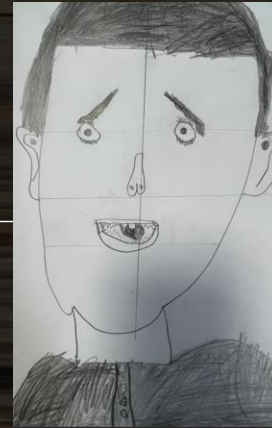
- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
- staff and pupil voice questionnaires
- data analysis (December and June)

# Impact



- Units being taught in their entirety
- Greater clarity in planning - with a cohesive format across school following a process that includes studying an artist, experimenting with techniques, replicating artwork and creating a final piece.
- Children's books reflect clarity of planning and show a more cohesive approach to the teaching of the units within year groups.
- Active learn books reflect the opportunities for inclusive learning and examples of pupil voice comments therein show progression
- Use of Target Tracker on iPads making assessment easier and more consistent across school
- Teacher Inset on Art reflected in less prescriptive planning that allows greater scope for children to explore their artistic ideas

We learnt about Vincent Van Gogh and used this portrait of him to develop our own drawing and sketching skills.

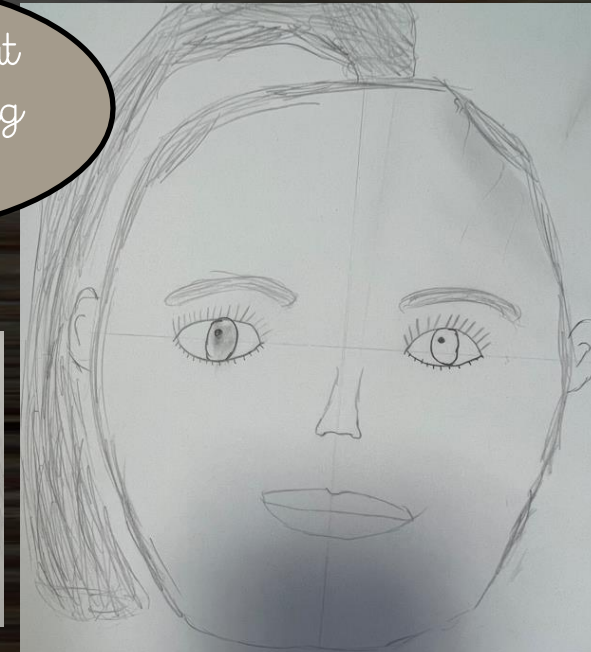
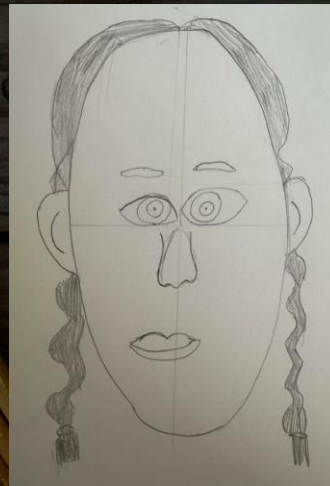
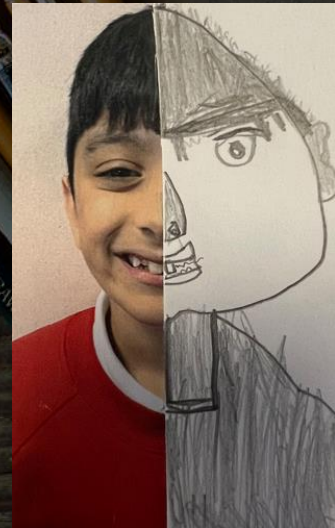
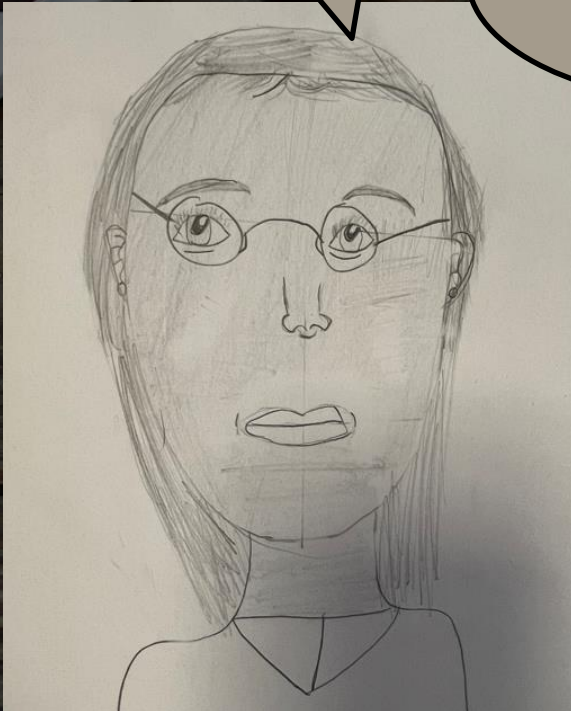


I am proud of my portrait because it has lots of detail.

We learnt about facial proportion

## Year 3 Self-portraits Autumn 1

We learnt about different drawing techniques.

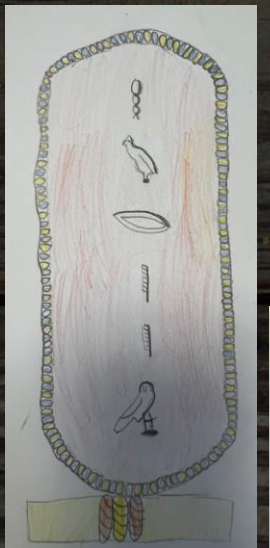


We made Egyptian Cartouche's using clay. In this unit, we learnt about different ways of manipulating and sculpting clay.



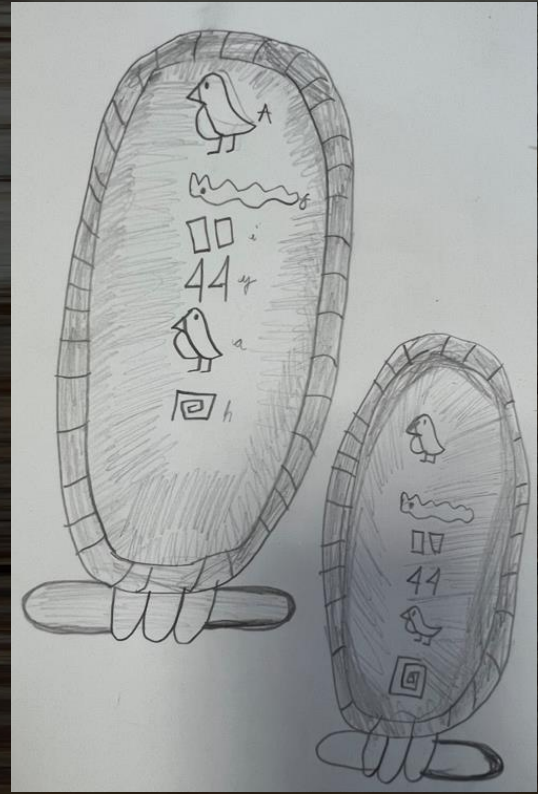
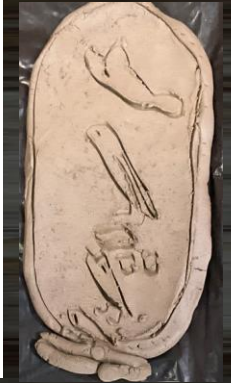
I really enjoyed using mark making tools and writing my name in hieroglyphics.

# Year 3 Egyptian Cartouche Spring 1



I enjoyed smoothing the clay with my fingers.

I enjoyed working with clay



We learnt about Henri Rousseau and used his jungle paintings to develop our own painting skills.

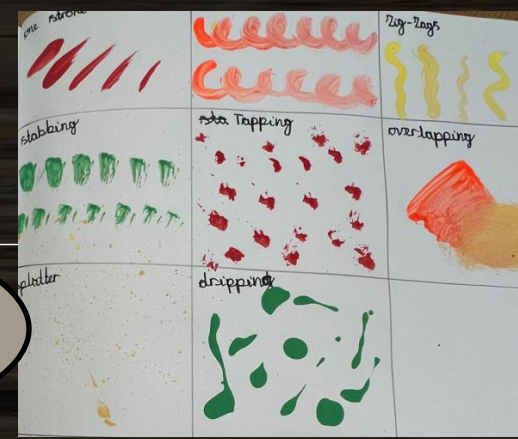


I learnt about different brush strokes.

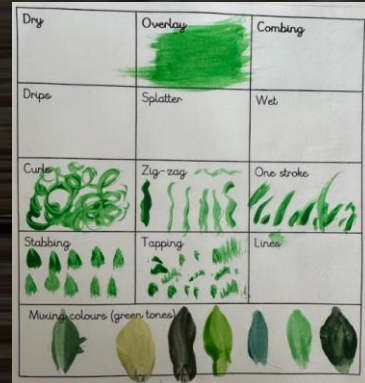
Looking at artist's work helps you



I learnt about tints, shades and tones.



# Year 3 Jungle Paintings Spring 2



We learnt about sculptures and created our models using recyclable materials.

I learnt about different ways of joining materials.



# Year 4 Junk Modelling Autumn 1



I really enjoyed making a rabbit pencil pot.

I learnt about using different materials to add extra details.





We learnt about Roman mosaics and created our own.

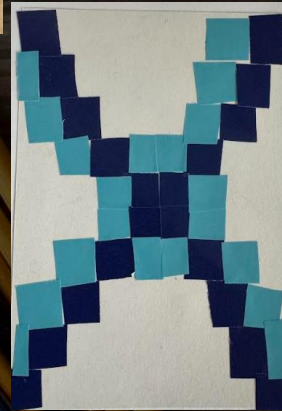
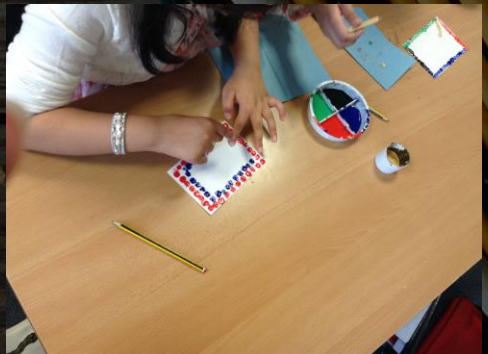
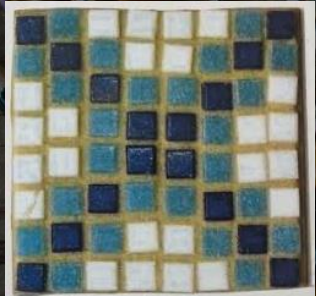
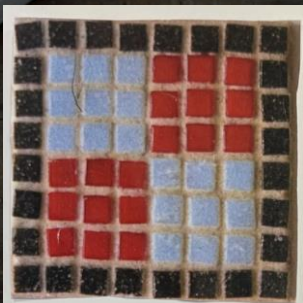
We learnt about repeated patterns



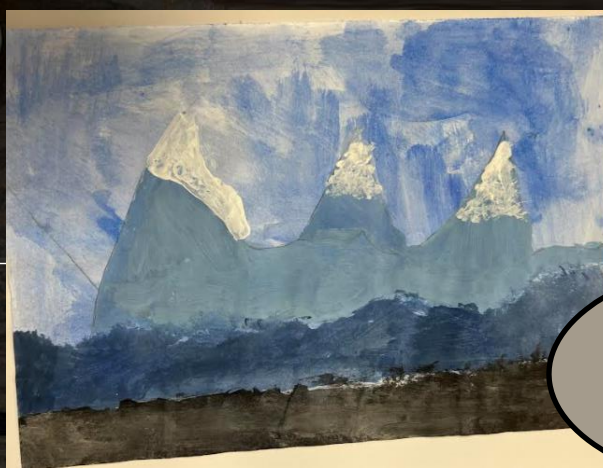
I really enjoyed using clay tiles to make my mosaic.

# Year 4 Roman Mosaics Autumn 2

The best part was seeing the finished piece.



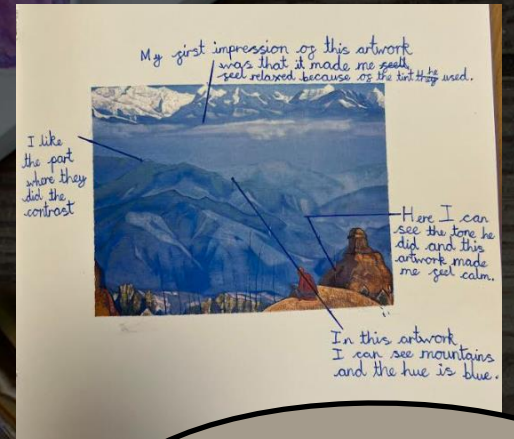
We learnt about Nicholas Roerich and used his mountain paintings to develop our own painting skills.



- = Blue and white. We changed the tint.
- = Blue, black and white. We changed the tone.
- = Blue is our dominant colour (hue)
- = Blue and black. We changed the shade.
- = Blue and yellow. We made green.
- = Blue and red. We made purple.

I enjoyed mixing paints.

- - Hue of blue
- - Tint - mix white and blue
- - Tone - mix white and black and blue
- - Shade - mix black and blue
- - green and blue
- - green and blue and white
- - red and blue



# Year 4 Mountain Paintings Spring 1

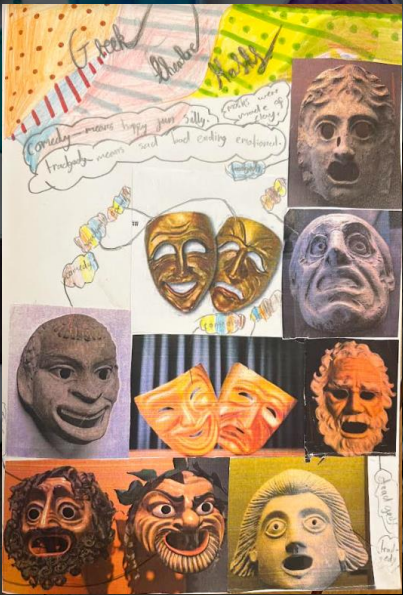
I really enjoyed creating a mountain painting.



We learnt about hues, shades, tints and tones.



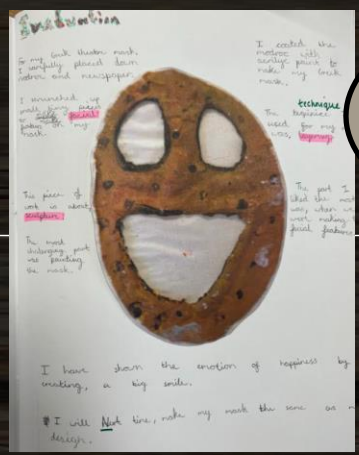
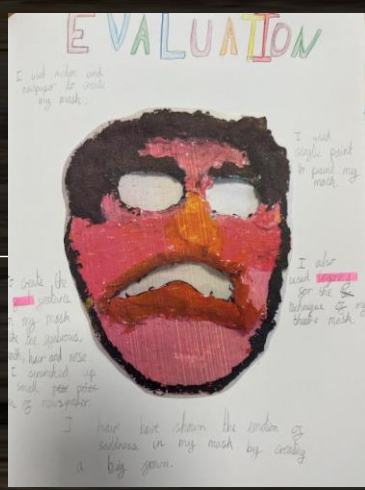
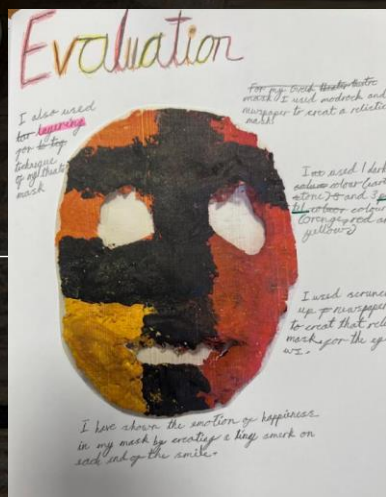
We learnt about Greek theatre masks. We then made our own using Modroc.



Modroc is messy but fun!

**COMEDY**  
Tragedy plays were all sad but after became things in Greek like  
Present Greek elections could hold up to 10,000 people  
The most famous Greek comedian was Thales

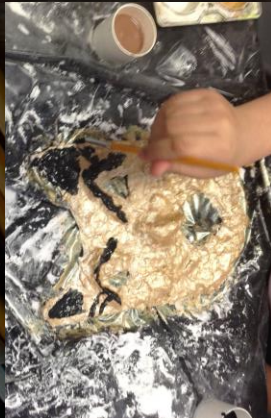
**TRAGEDY**



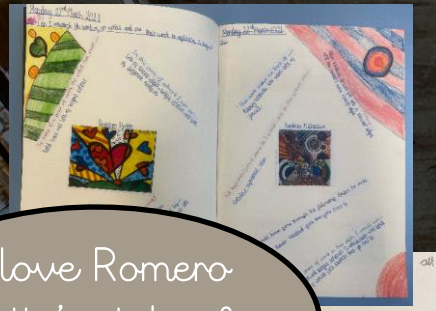
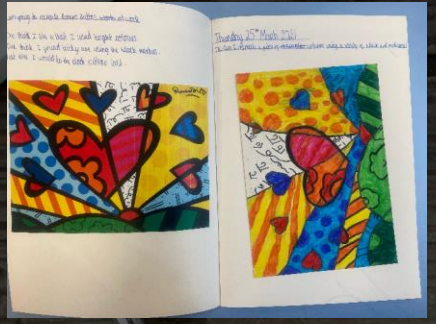
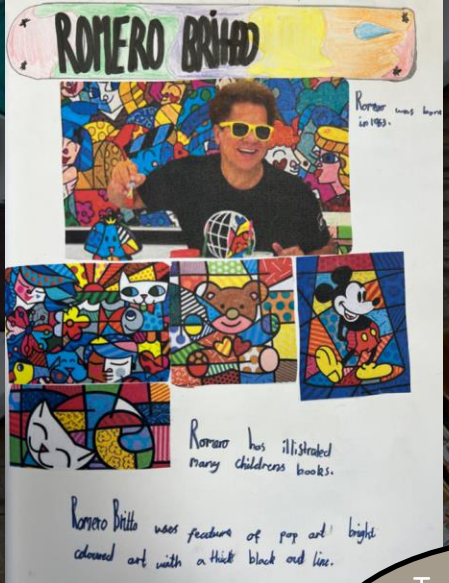
I enjoyed painting my mask.

Year 5  
Greek Masks  
Spring 2

The best part was seeing our finished masks.



We learnt about Romero Britto a Brazilian artist. We also learnt about Pop art and Cubism before creating our own artwork.

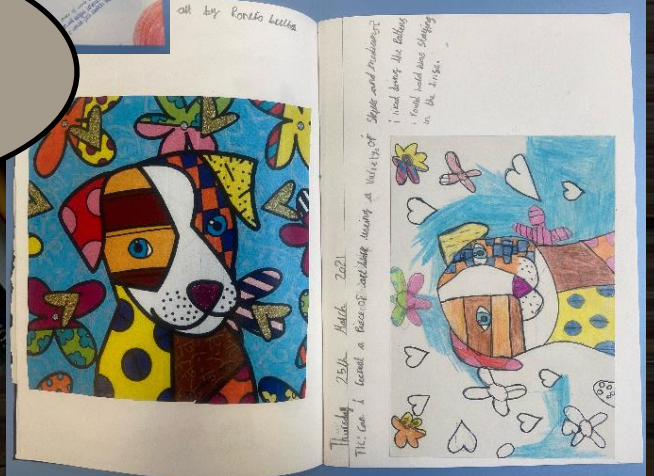
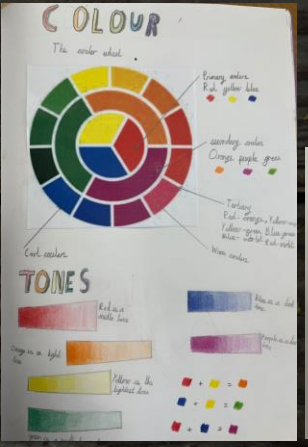


Year 5  
Digital art  
Summer 1

Creating pop art is fun!

The best part was seeing our finished artwork

I love Romero Britto's style of art!



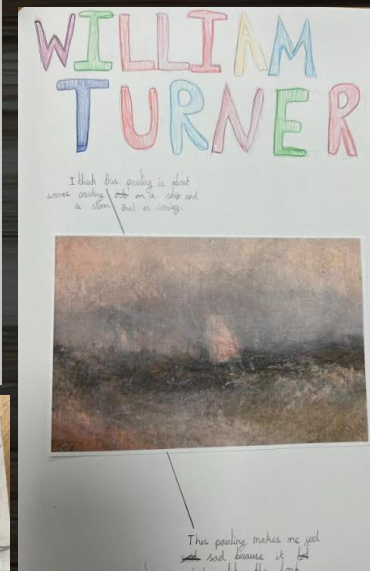
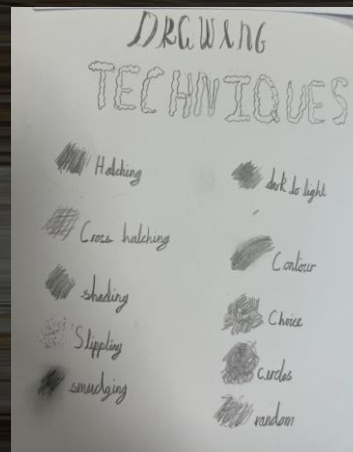
We learnt about William Turner.  
We looked at his artwork before creating our own coastal sketches.



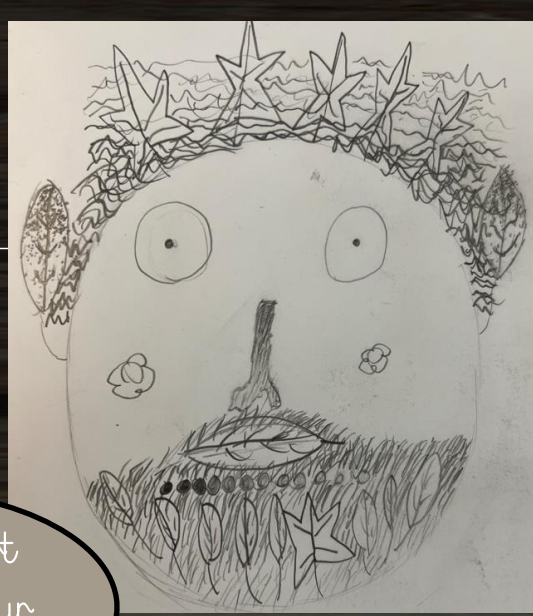
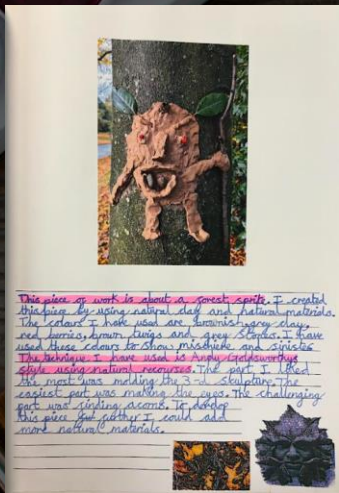
I enjoyed learning about different watercolour techniques.



# Year 5 Coastal Sketches Summer 2



We learnt about Andy Goldsworthy.  
Then, we created some tree sprites



# Year 6

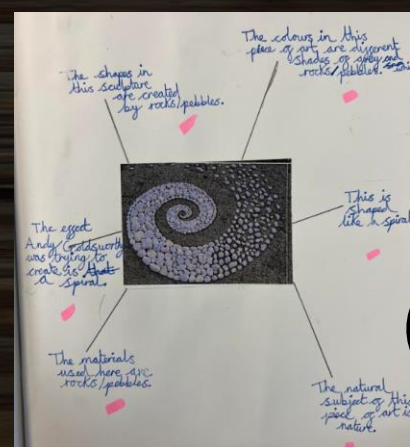
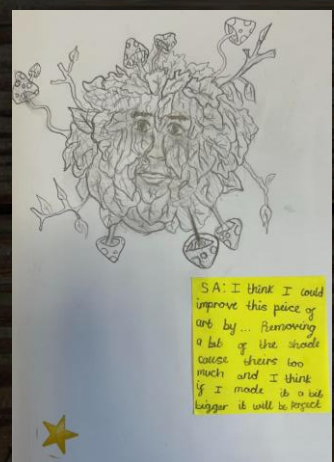
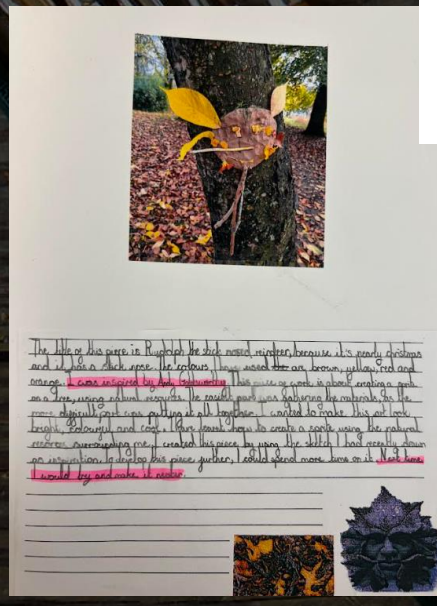
## Outdoor and Sculpture

### Autumn 1

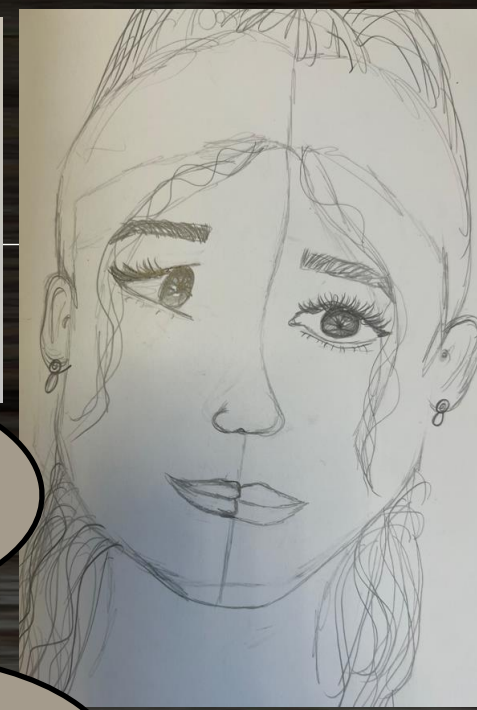
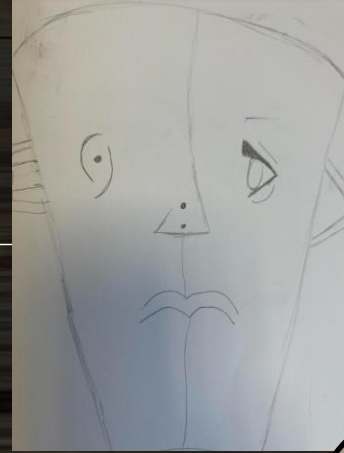
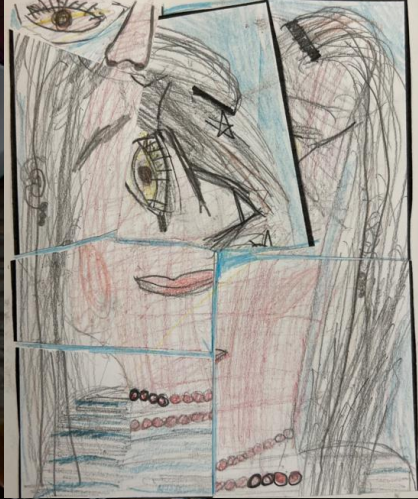
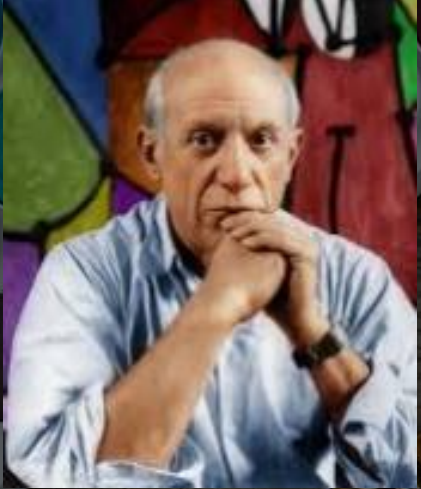
The best part was seeing our finished sprites



My tree sprite looked exactly like my sketch!



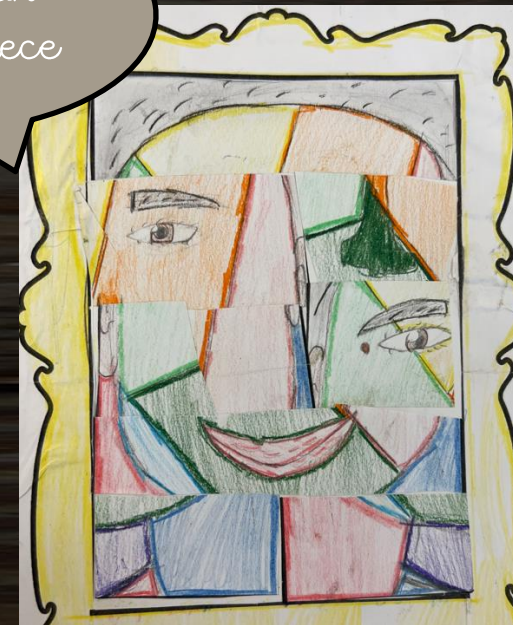
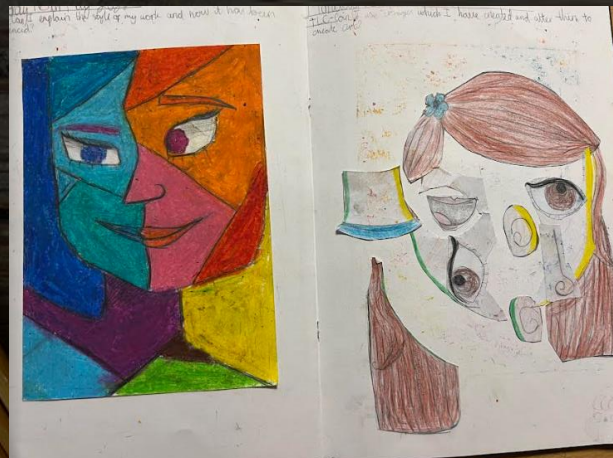
We learnt about Pablo Picasso.

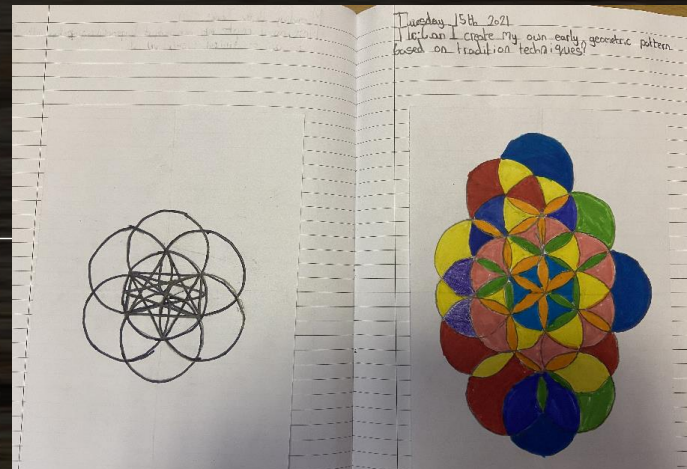
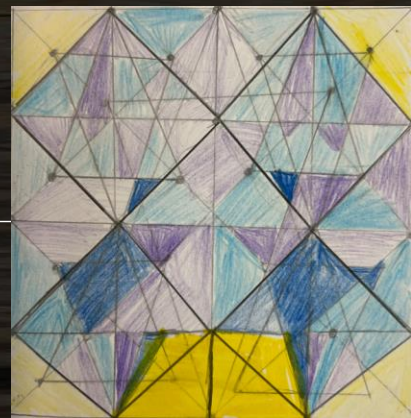
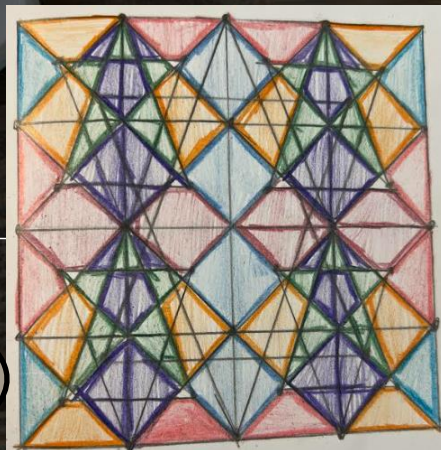


Year 6  
Self Portraits  
Spring 2

I like Pablo  
Picasso's style  
of artwork.

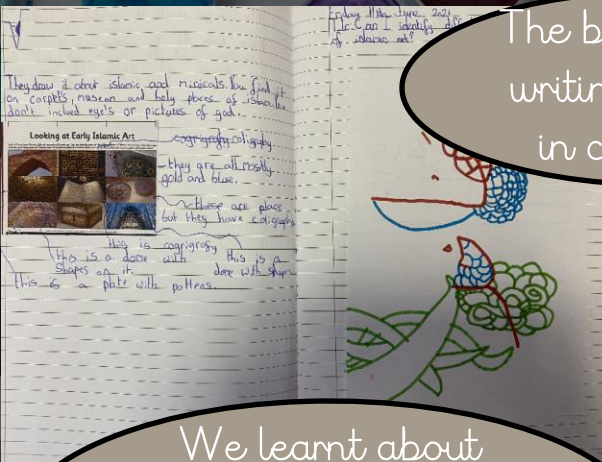
I loved  
creating an  
abstract piece  
of art





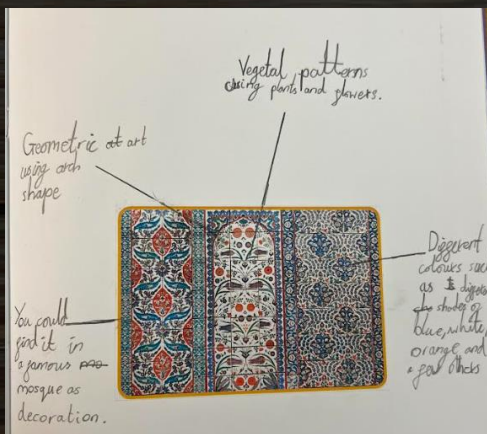
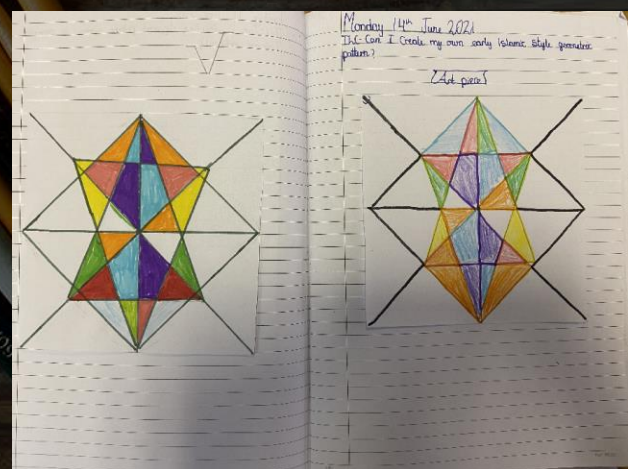
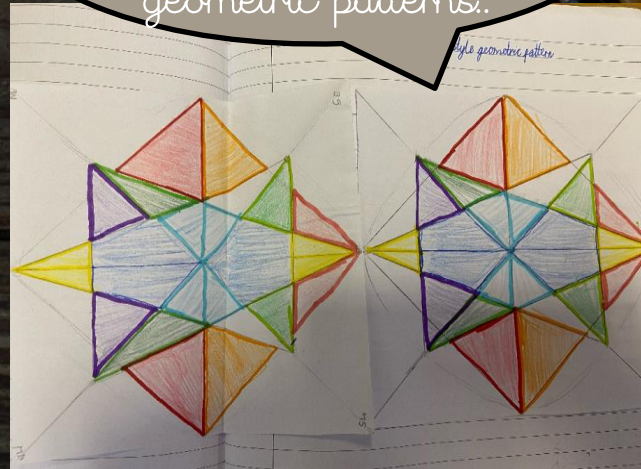
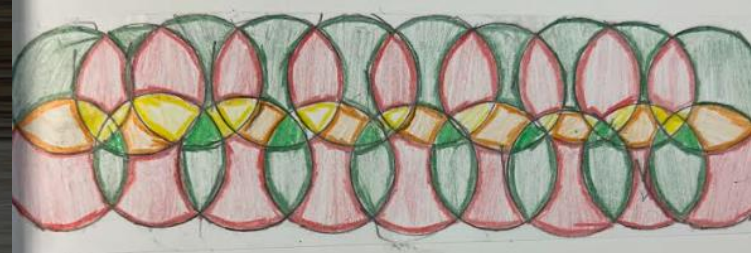
We learnt about the history of Islamic art before creating our own artwork.

The best part was writing my name in calligraphy



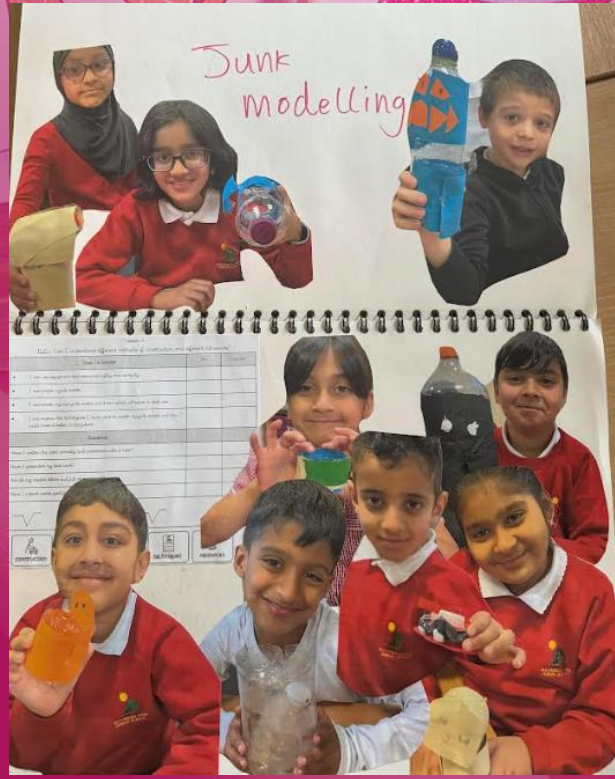
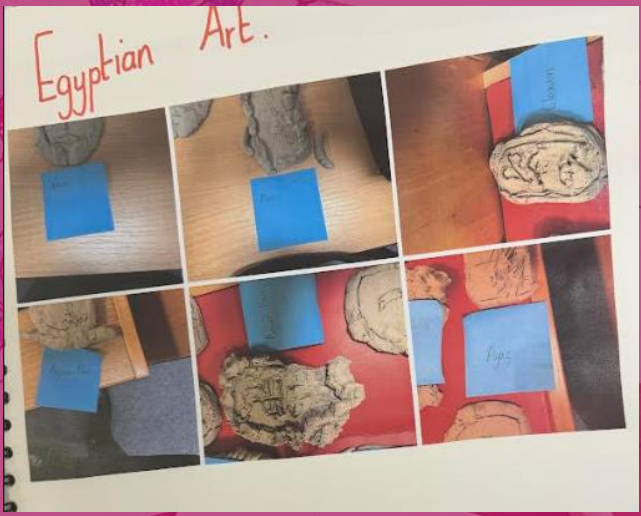
# Year 6 Islamic Art Summer 1

We learnt about tessellation and creating geometric patterns.

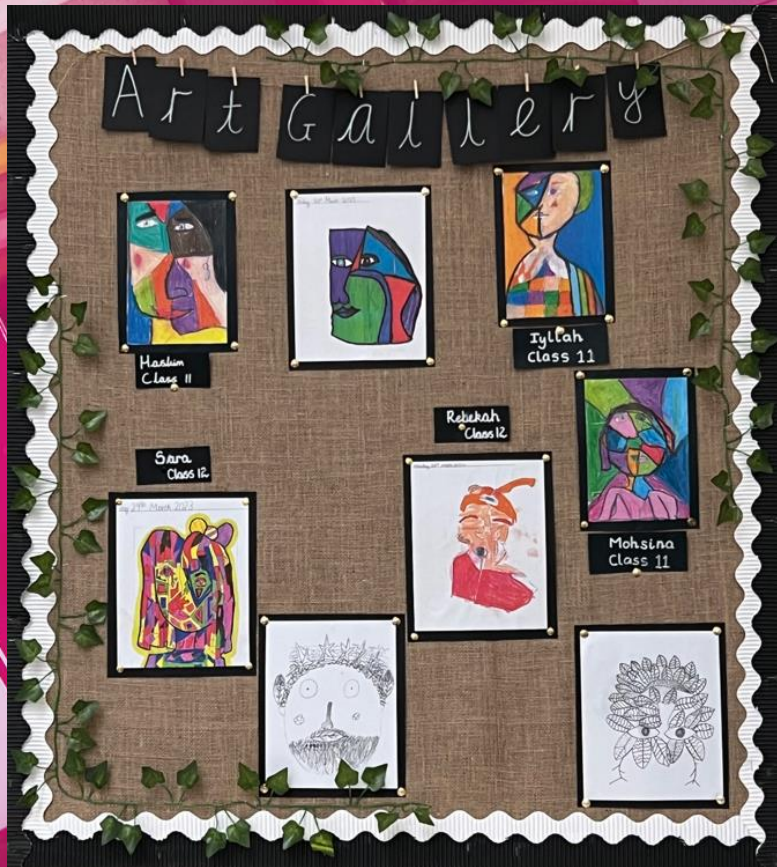




# Active Learning and Oracy



# Displays



Every year group has a display where artwork is displayed.



This promotes the high standards expected in art pieces.

Currently under review

# Linking Project

Our school is proud to be part of The School Linking Project. The project forges links between communities by linking children from different schools, and enables our children to meet others from a different community who they may not get to meet during their normal day-to-day lives



I really enjoyed working with children from Blackshaw Lane Primary. I made lots of new friends!



We develop an understanding and confidence in our own identity and what makes us special, as well as being able to appreciate and respect similarities and differences in others.

We live in a town called Oldham, where we like learning, skipping and sport, and visiting friends and family.

We are responsible, we grow and develop at school, and we never give up!

And in this perfect place it is peaceful, exciting and clean, made from chocolate surrounded by fudge cake hills.

We keep it beautiful by planting trees and flowers, by walking more and by recycling our rubbish.

Our Oldham is warm and jolly and filled with animals; we love our pets and our wildlife.

**Alexandra Park Junior School and Blackshaw Lane Primary**





Every  
CHILD  
is an  
**ARTIST**  
Pablo Picasso