



ART AND DESIGN POLICY

Thames View Junior School

Author: Sandy Sanghera
Reviewed by: Gurpreet Uppal
September 2025



ART and DESIGN POLICY

Introduction

Art has a significant and valuable role to play in the overall ethos of our school. The purpose of studying art and participating in the learning at Thames View Junior School follows the purpose outlined in the National Curriculum:

“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.”

National Curriculum 2014

INTENT

Art in our school makes a significant contribution to the emotional and creative development of our pupils. We aim to give our children the knowledge they need to understand key artistic concepts, tools and techniques, along with a rich experience and critical appreciation of the work of artists, designers and craftspeople from many different of cultures and contexts, time and places. Through their growing knowledge and practical experiences with a variety of media, the children develop their creative and aesthetic understanding. We aim to encourage the children to take a pride in their own achievements and to respect their own and others' work.

The arts enrich the quality of our experiences, providing rewarding activities that inspire, inform, stimulate, challenge and entertain. Arts activities help develop the capacity to formulate and communicate ideas and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Involvement in the arts helps to foster a positive attitude among pupils by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. We also emphasise that this is an inclusive involvement, which helps pupils acquire an important sense of belonging as well as building the self-confidence they need to do well and make their first steps towards higher education and employment. Art and design activities should allow children to develop their own thinking and questioning skills. This will enable them to gain knowledge and understanding of the world around them and its people, and prepare them for the future.

The aims of the Art and Design curriculum will enable children to:

- ✓ Combine ideas and thoughts with senses and emotions
- ✓ Value diversity and individuality
- ✓ Have time for reflection
- ✓ Promoting innovation, risk taking and problem solving
- ✓ Develop a positive awareness of different cultures and traditions
- ✓ Articulate their own ideas and develop the ability to make critical judgments
- ✓ Promote playfulness and curiosity, sensitivity, empathy and intuitiveness
- ✓ Collaborate with other people and take the views of other people into account
- ✓ Be independent and develop imagination
- ✓ Develop confidence and resilience
- ✓ Acquire new skills and encourage experimentation in art and design
- ✓ Be excited, absorbed and motivated

IMPLEMENTATION

Teaching and Learning of reading at Thames View Junior School

At Thames View Junior School, we are following the 2014 National Curriculum for the teaching and learning of art and design skills.

Art and Design is taught each term, alternating with Design Technology. The Art and Design Unit support the learning in the wider curriculum subjects. Thames View Junior uses Cornerstones as a foundation for the curriculum.

Whole School Art and Design Overview



	AUTUMN TERM 2	SPRING TERM 2	SUMMER TERM 2	End of Year Art Week
YEAR 3	DRAWING Through the Ages <u>Study of Stone Age CAVE Paintings</u> Outcome: Cave art Media: Chalk Pastels and Charcoal Element focus: LINE & TONE	DRAWING & 3D SCULPTURE Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> Outcome: Clay sculpture Media: Sketching Pencils & Clay Element focus: LINE & FORM	TEXTILES Emperors and Empires <u>Study of Roman Military and Civic Textiles</u> Outcome: Textile Roman Standard (mini hanging banner or shield emblem) Media: Fabric, felt, buttons, sequins, fabric glue and card backing. Element focus: TEXTURE & PATTERN Visit: National Gallery – Roman myth paintings	DRAWING and PAINTING <u>Study of Georgia O'Keeffe</u> Outcome: Flower painting Media: Watercolours & Oil pastels Element focus: LINE, SPACE and COLOUR
YEAR 4	DRAWING & PRINTING Invasion <u>Study of Friedensreich Hundertwasser</u> Outcome: Polystyrene Tile Media: Poster Paints Element focus: LINE & COLOUR	DRAWING & PAINTING Misty Mountain, Winding River <u>Study of David Hockney</u> Outcome: Landscape Painting Media: Oil Pastels & Watercolours Element focus: LINE & COLOUR	TEXTILES Ancient Civilisation <u>Study of Pablo Picasso</u> Outcome: Self Portrait in Cubist style Media: Textiles & fabrics Element focus: TEXTURE & PATTERN Visit: National Portrait Gallery	DRAWING and PAINTING <u>Study of Hokusai</u> Outcome: 'The Great Wave' Media: Chalk pastels & Acrylic paints Element focus: LINE, COLOUR and TEXTURE
YEAR 5	DRAWING & 3D SCULPTURE Ground Breaking Greeks <u>Study of Greek Art</u> Outcome: 3D Greek Vase Media: Sketching pencils & Clay Element focus: LINE, FORM & SHAPE Visit: British Museum – Greek Vases	DRAWING & PAINTING Investigating Our World <u>Study of Van Gogh</u> Outcome: Observational Painting of flowers Media: Chalk Pastels & Acrylic Paint Element focus: LINE & COLOUR	TEXTILES Off with Her Head! <u>Study of Alma Woodsey Thomas</u> Outcome: Abstract woven artwork Media: Yarn, fabric strips, weaving card/looms Elements focus: TEXTURE & PATTERN	DRAWING and PAINTING <u>Study of Nixiwa Yawanawa</u> Outcome: Spirit of the Rainforest Media: Oil Pastels & Watercolours Element focus: COLOUR, SPACE and SHAPE
YEAR 6	DRAWING & PAINTING Maafa <u>Study of Kehinde Wiley</u> Outcome: Self Portrait Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours Element focus: LINE, TONE & COLOUR	Summer Term 2 – DRAWING Frozen Kingdoms <u>Study of Beatrix Potter, Botanical Artists and Veronica Lamb</u> Outcome: Observational drawing of fruit, vegetables and shells Media: Sketching pencils Element focus: TONE & LINE	DRAWING & PAINTING Britain at War <u>Study of Paul Nash</u> Outcome: Abstract War Art Seascapes & Landscapes Media: Sketching pencils, chalk, charcoal & Oil pastels/paints Element focus: SHADE, TONE & COLOUR Visit: Tate Modern London	TEXTILES <u>Study of Frida Kahlo</u> (focus on symbolism, Mexican identity, flora and fauna) Outcome: Self-portrait with decorative parrot(s) Media: Mixed media – paint, foil, felt, fabrics, beads, embroidery thread, fabric glue and card backing. Element focus: TEXTURE & PATTERN

Sketchbooks

Every pupil has a sketchbook which are the primary record of an individual child's efforts and work in art. They will be used as evidence for assessment and reporting purposes, as well as monitoring of the teaching of the subject. Teachers should ensure that the objective of the lesson is clear to all pupils and recorded in their sketchbooks with work recorded beneath. The date should also be recorded on each used page of the sketchbook.

Sketchbooks should be used for:

- working out ideas, plans and designs
- keeping a visual record of their observations made from a range of first-hand resources; this should be done on a regular basis
- recording, exploring and storing visual and other information, such as notes and selected materials, which can be used for reference
- an Ideas Book, in which the children explore their own ideas
- collecting materials, such as postcards, fabric designs and wrapping paper, which they feel could be an inspiration for their own work

Trips and Visits

Every pupil should go on at least one school trip at year where the focus of the learning is Art and Design in order to develop pupils' understanding and appreciation of art in different locations and in different media.

IMPACT

Feedback and Marking

Children will learn to evaluate their own work and are encouraged to consider their work objectively against the knowledge and skills they are developing. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within the school. We assess the children's work in Art and Design by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. This will be done by the teacher offering verbal feedback.

Expectations

By the end of Key Stage 2 it is expected that most children will be able to:

- Record from experience, imagination and first-hand observations, developing and realising their ideas with confidence.
- Select and record visual and other information in a sketchbook.
- Experiment with, control and select ideas, media and visual elements for different purposes.
- Identify ways to develop and improve their work.
- Evaluate their own and others work, using an appropriate vocabulary, showing an understanding of how and why the work was made.

Inclusion

We are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

Assessment and recording

Evidence of work completed should be retained as a working record for the children. In Key Stage Two, this should be in the form of a sketch book. The Art and Design subject leader keeps evidence of the children's work across the school in a Subject Portfolio. This demonstrates what the expected level of achievement is in Art and Design in each year of the school.