



Our Approach to Teaching Art

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

What is the big picture for art?

We believe that art lessons are a safe place where all children can be the most honest version of themselves. Like reading books, there is at least one piece of art in our world for everyone, whether this is a painting, sculpture, textile or photograph. Whatever their preference, we aim for each child to leave Whitehall Junior School having found that 'one piece'. We strive to support our pupils in discovering their 'one piece' through the exploration of artists within art units, as well as through cross-curricular approaches.

Throughout their time at Whitehall Junior School, all pupils will focus on; painting, drawing, sculpture and designers/architects. Each year, they will build upon these skills, becoming increasingly proficient. By the end of Year 6, we aim for pupils to be confident in their own skills, knowing their strengths and weaknesses, having developed their own 'style' of work.

What is magical about it?

Art is objective; you can have just one piece of art, yet 30 children will each have something different to offer. You can have one objective and 30 different outcomes. It is personal. Art is more than just studying an artist and their work. Art is creating connections with the wider world, wider cultures and each other. Art can be an emotional release - a communication tool.

Art is inclusive; children of all academic abilities and backgrounds can access the art curriculum and create something of which to be proud. Every year, we see children who find other subjects difficult, excel in skills-based lessons, such as art. With a therapeutic feel to lessons, children are less likely to feel the 'pressure to perform', allowing them to enjoy their learning and be inspired.

With the regular use of art books, children can apply and develop their writing and analytical skills; by consistently analysing pieces of art, their own work and the work of their peers, children have ample opportunities to develop key life skills, in a low-risk environment.

Art is fuelled by ambiguity; it can be something that can scare some pupils (and adults). But this is what makes it such a valuable subject – what better to teach our pupils than their voice matters?

Why is art an important subject to learn?

Expression. Communication. Identify. Culture. Opinions. Discussion. Inspiration. Connection.

Art opens up the world in ways that children may not have considered and it is our job to provide them a safe space to explore this. Now, more than ever, we live in a world where it is deemed just as important to look after our mental health, as well as our physical health, and this is where art can comfort and protect our pupils. We should offer our children the opportunity to draw their feelings, find the colours and create a visual to help them to express themselves, not just through the curriculum and within lessons, but art can help them to convey their emotions at other significant times. Children will have the opportunity to discover who they are through beautiful creations.

'Art is not what you see, but what you make others see.' – Edgar Degas

What do we love about art?

We love the creativity, the mess, the madness, the outcomes, the emotions, the expression, the communication, the freedom, the celebration!

Throughout their four years at Whitehall Junior School, all pupils will have the opportunity to learn, develop and master their art skills. They will learn how to use a skill and make it their own, as well as using an artists' work for inspiration. Most importantly, they will learn who they are.

How do we want our pupils to talk about art?

With passion and inspiration, we wish for all of our pupils to be able to articulate their favourite artist. We strive for children to be able to describe their personal strengths and areas of development. We want them to be able to celebrate a piece of artwork of which they are most proud, explaining why and articulating their response with confidence.

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Lesson 1	<ol style="list-style-type: none">1) In the first lesson, children will be shown three pictures of art pieces related to the unit. They will think, pair and share answers to the following questions: What are these images of? How are they similar? How are they different?2) Children will then set up their art books. They will receive their 'Objective Grid' (an assessment tool that was introduced in 2021) which will be stuck in their sketchbooks at the beginning of the unit. These grids allow our children to immerse themselves within each unit of study and the objectives of the particular unit. They will use these grids every lesson to self-assess their progress, identify their success and self-select next steps.3) The lesson will then begin with an 'Art Detectives' activity. Each child will be given a printed copy of the first three art pieces that they looked at at the beginning of the lesson. They will also be given an 'Elements of Art Key' (Line, Shape, Form, Space, Texture, Value, Colour). The Art Detectives Activity will ask the children to discover each different art element within those pictures at the beginning of each lesson which they will label with different colours.4) Teachers will introduce the theme of the unit and share examples of what the children will work towards. Pupils will be introduced to the artist they will focus on within the unit so that they can complete their own research, if they wish to, prior to the next lesson. Here, the class will explore cross-curricular links, as well as discuss how the unit explores diversity.5) After researching an artist, children will be given a section of one of the pictures of the art pieces at the beginning of the lesson. Children will evoke the 'Super Power of Looking' and discuss, write and/or draw about what they see in their small section of a bigger piece of work. This activity is designed to encourage pupils to look 'deeper' into a piece of art. We want to encourage our pupils to 'read between the lines' with art work, just as they would a novel. This activity will be linked to the unit of work and explore additional areas of the overall theme, focusing on their interpretation and critical skills.6) To end their first lesson, pupils will be asked to complete an Assessment for Learning (AFL) activity. The AFL for the first lesson is for children to give themselves a target for the unit. All AFL activities are recorded within their sketchbooks so that children and adults can reflect on these and track progress within their learning and skill development.
Lessons 2, 3 and 4	<ol style="list-style-type: none">1) Art Detectives starter activity – children will build upon their starter activity from the previous lesson.2) Introduce the skill – children will be introduced to the skill that they will be learning or developing in this unit. Adults will support the children to create links to prior

	<p>learning and how to apply this to the new skill. Teachers will model the skill to the class, explicitly demonstrating how to use any tools or mediums.</p> <ol style="list-style-type: none"> 3) Children will complete a task that builds on their learning within the unit so far, using the skill that they will focus on. For example, during Year 6's 'Printing' unit, they focus on Henry Moore and his WWII drawings. Pupils use Styrofoam and etched the shapes identified in Moore's work to learn how to print. This activity is important for children to understand the mediums they are using, before designing their final piece. 4) Complete an AFL activity – this could be a verbal activity, a peer assessment activity or a written response to a question. All AFL activities are recorded in their sketchbooks so that children and adults can reflect on them and track their progress. 5) AFL to end lesson – children will reflect on their learning during the lesson and record how their skills have progressed. They will identify an area of success and how they intend to use their skills to design their final piece in the next lesson. 6) All pupils will revisit their 'Objective Grid' at the end of the lesson to self-assess their research task.
Lesson 5	<ol style="list-style-type: none"> 1) Art Detectives starter activity – children will build upon their starter activity from the previous lesson. 2) Children will be given the opportunity 'set-up' the classroom as an art studio – a space that fosters creativity that they have ownership over. As they journey through Years 3-6, they will become increasingly independent in preparing the classroom for creative lessons and tidying away their resources. 3) Teachers will allow sufficient time for all children to create their final piece. Adults will support children with this process, however, all children will work independently, ensuring that their artwork is their own. 4) AFL to end lesson – children will reflect on their learning during the lesson and record how their skills have progressed. They will identify an area of success and how they intend to use their skills to design their final piece in the next lesson. 5) All pupils will revisit their 'Objective Grid' at the end of the lesson to self-assess their research task.
Lesson 6	<ol style="list-style-type: none"> 1) Art Detectives starter activity – children will build upon their starter activity from the previous lesson. 2) At the end of the unit, all children will re-visit their Objectives Grid to complete a final self-assessment of their progress within the unit; teachers will use this to support pupils with future learning within art. 3) Children will complete their 'End of Unit Quiz'. The questions within this will focus on both factual recall knowledge, technical knowledge and evaluation of children's own art. 4) Time can be given to finishing off any artwork that had not previously been completed.