



Art and Design

Fairfield Spencer Academy

Intent

“Art is a place for children to learn and to trust their ideas, themselves, and to explore what is possible.” Mayann F Kohl

At Fairfield Spencer Academy, we engage, inspire and challenge our pupils through our high-quality art and design curriculum. Fairfield children know great artists, craft makers and designers and understand the historical and cultural development of their art forms.

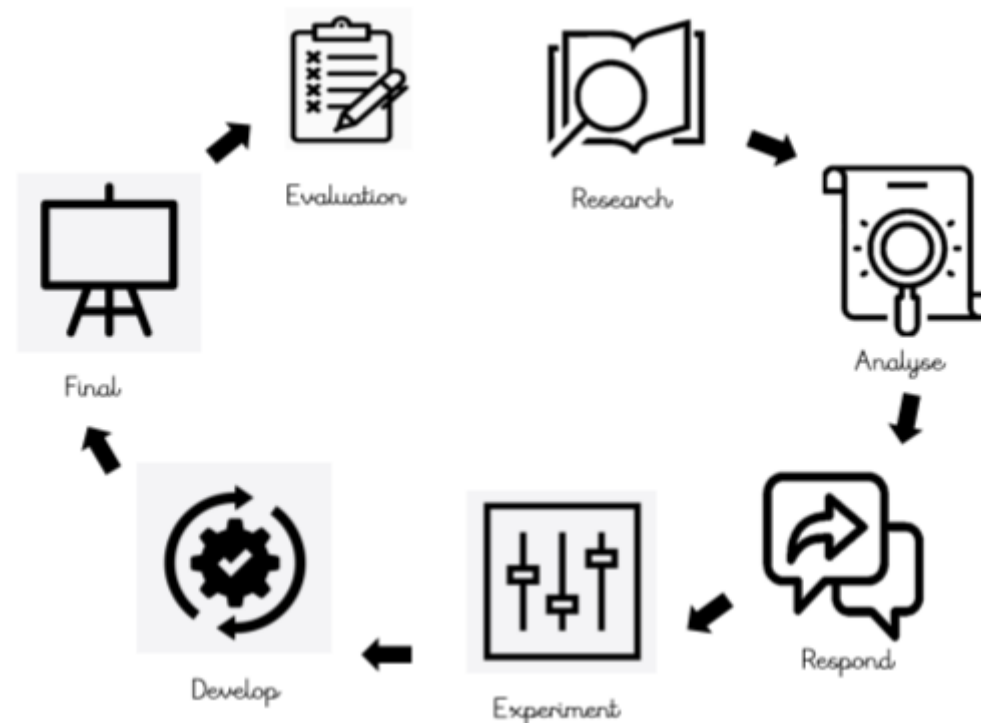
We develop artists who are able to produce individual creative work, explore their own ideas and record their experiences. Our children are challenged to ‘think like an artist’, using their substantive and disciplinary knowledge to ask questions, gather and evaluate their artwork and the art of others, using the language of art, craft and design.

Our pupils become masters of art and design through experimentation and by exploring a variety of design techniques and methods, reviewing, thinking critically and revisiting their ideas to create a final masterpiece. Throughout their journey at Fairfield, children become skilled in drawing, painting, sculpture and other art, craft and design techniques.

Working artistically - I am a Fairfield artist because...		
		
<i>...I use my creativity to produce my own works of art, craft and design. ...I can critique, evaluate and analyse my own and others' works of art.</i>	<i>...I experiment and develop techniques using a wide range of art materials</i>	<i>...I understand and reflect on how art and design has shaped history using language of art.</i>

Art and Design Process at Fairfield

Our art curriculum follows a 7-step cycle:

**Research**

Children begin each art cycle by studying a local or global artist. They learn about the artist's background, influences and, if appropriate, their cultural and historical impact. This exposes them to various styles, techniques, and artistic movements. Understanding the work of others helps students broaden their artistic vocabulary and gain inspiration for their own creations. It also introduces them to art history, fostering an appreciation for different cultural and historical contexts.

In KS1, artist research may involve introducing students to well-known artists through simplified biographies (who they are, where they're from and what they're known for) and examples of their work.

In KS2, artist research becomes more structured and in-depth. Students may explore a wider range of artists and artistic movements, learning about historical and cultural contexts. They may also research artists independently or in small groups and present their findings to the class.

Research lessons may take many different forms. Students can be introduced to various artists and their works through presentations, books and online resources. Trips to local art galleries or museums can be arranged where students can view artworks firsthand and learn about different artistic styles and movements. Local artists or art

professionals could be invited to visit the classroom in person or online to share their experiences and insights. Students can prepare questions in advance and conduct interviews to learn more about the artistic process.



Analyse

Analysing artworks involves examining the elements and principles of art such as line, shape, colour, texture, balance, and composition. This stage encourages students to observe closely, think critically, and articulate their observations. Analysing artworks helps students develop visual literacy skills, enabling them to communicate effectively through visual means.

Analysing artworks in KS1 may involve basic observations of line, shape and colour. Teachers might use simple prompts to encourage students to describe what they see in the artwork and how it makes them feel. z

Analysing artworks in KS2 involves more sophisticated observations and interpretations. Students may analyse artworks using specific artistic vocabulary and concepts, discussing more elements of art and perspective, symbolism and mood.

Visual analysis activities can help students develop their critical thinking skills and deepen their understanding of artworks. Teachers can guide students through structured analysis tasks, prompting them to identify elements and principles of art, discuss compositional techniques and interpret the meaning behind the artwork. Comparative analysis exercises can further enhance students' analytical abilities by encouraging them to compare and contrast artworks, identifying similarities and differences in style, subject matter, and artistic techniques. Engaging students in critical discussions fosters a collaborative learning environment where students can express their opinions, support their arguments, and consider alternative perspectives.



Respond

In this stage, students express their personal thoughts, feelings, and interpretations in response to the artwork they've studied. This may take the form of trying to imitate the artist's work. Encouraging students to respond to art fosters creativity, empathy and self-expression. It also helps them develop their ability to articulate their ideas and opinions, both verbally and in writing.

Responses in KS1 may be more focused on personal experiences and emotions rather than complex interpretations. Students may express their feelings through drawings or simple verbal descriptions, emphasizing the emotional connection to the artwork.

Responses in KS2 become more critical. Students may engage in discussions about the meaning and significance of artworks, considering different perspectives and interpretations. They may also express their responses through written reflections or artistic critiques.



Experiment

This stage involves hands-on exploration and experimentation with various art materials, techniques, and processes. Encouraging experimentation allows students to discover their artistic preferences, strengths, and interests. It promotes problem-solving skills, resilience, and a willingness to take risks in the creative process.

In KS1, experimentation with art materials may be more exploratory. Students might engage in activities such as painting with different tools, collage with textured materials, or clay modelling to explore different mediums and sensory experiences.

Experimentation in KS2 becomes more focused on skill development. Students may learn more advanced techniques and processes and teachers may provide opportunities for independent exploration and creative problem-solving.

Creating a supportive environment for artistic experimentation empowers students to explore their creativity and develop their artistic skills. Teachers can set up art stations with a variety of materials and tools, allowing students to experiment with different mediums, techniques, and processes. Process-focused activities encourage students to embrace the creative journey, focusing on exploration and discovery rather than the final product. Collaborative projects provide opportunities for students to work together, share ideas, and problem-solve creatively, fostering teamwork and communication skills.



Develop

After experimenting, students refine their ideas and concepts, further developing their artworks. This stage involves planning, sketching, and revising. It encourages students to think critically about their work and make thoughtful decisions to enhance its visual impact and communicative power.

Developing artworks in KS1 involves guided exploration and support from the teacher. Students may engage in group discussions to plan their artwork and receive feedback on their ideas. Teachers may scaffold the development process by providing step-by-step instructions and demonstrations.

Developing artworks in KS2 involves more autonomy and decision-making. Students may brainstorm ideas, create sketches or prototypes, and revise their work based on feedback. Teachers may encourage students to take risks and explore personal interests in their artwork.

Guiding students through the process of developing their artworks helps them refine their ideas and skills, leading to meaningful and original creations. Iterative design approaches encourage students to create multiple drafts or prototypes of their artworks, seeking feedback and making revisions along the way. Skill-building workshops offer focused instruction and practice in specific techniques or mediums, empowering students to develop their technical proficiency. Allowing students to pursue personal projects based on their interests and passions nurtures their individual creativity and autonomy, fostering a sense of ownership and pride in their artistic accomplishments.



Final

In this stage, students create their final artwork based on their experimentation and development. This may involve selecting the most successful elements from their explorations and combining them into a cohesive composition. Creating a final artwork allows students to apply the skills and knowledge they've acquired throughout the art cycle, culminating in a tangible expression of their creativity.

The final artworks in KS1 may be simpler in concept and execution, focusing on basic elements such as colour mixing, shape recognition, and spatial arrangement. In KS1,

The final artworks in KS2 are more complex and conceptually rich. Students may incorporate multiple techniques and mediums to create unified compositions. Teachers may emphasize craftsmanship and attention to detail, encouraging students to refine their work to a high standard.



Evaluation

The final stage involves reflecting on the entire artistic process, from research to creation. Students assess their own work and the work of their peers, identifying strengths, areas for improvement, and lessons learned. Within these evaluations, students are encouraged to analyse their artworks in relation to the initial objectives, artistic choices, and technical execution fosters metacognitive skills and self-awareness. Evaluation promotes self-awareness, critical thinking and a growth mindset, empowering students to continually strive for artistic excellence.

Evaluation in KS1 focuses on celebrating students' efforts and accomplishments. By the end of KS1, children will also begin to critique their work.

Evaluation in KS2 focuses on both the process and the product of artmaking. Students may reflect on their artistic journey, identifying successes and challenges along the way. Teachers may facilitate peer critiques and self-assessments, encouraging students to articulate their artistic goals and achievements. Peer critique sessions promote constructive dialogue and collaboration, as students learn to provide meaningful feedback to their peers and receive feedback graciously.

Across school art lessons are planned and taught every term, alternating half termly with DT topics, this ensures that the N.C. objectives are covered and enables progression through the year groups on each discipline i.e. printing, sculpture, collage.

Drawing skills are taught progressively each half term and evidence of both art/DT is placed in sketchbooks that are passed up each year to show progression.

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills.
- Children follow the art cycle in each series of art lessons: research, analyse, respond, experiment, develop, final.
- Children will produce a final piece but then have time to reflect on it, receive feedback from peers and make improvements.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about an artist/type of art.
- Children are given a knowledge organiser at the start of each topic which details some key vocabulary, background information about the artist and examples of skills required for the final piece.
- Effective CPD and support are available to staff to ensure high levels of confidence and knowledge are maintained.
- Good quality resources are provided to help ensure high quality outcomes.

Supporting Learners

At Fairfield Spencer Academy, we support children's artistic development through various **scaffolds** whilst **challenging** children to be self-expressive, creative, critical thinkers.

Scaffolding in Art

Modelling Techniques - Demonstrate basic art techniques step-by-step, such as drawing simple shapes, blending colours, or using different brush strokes.

Visual Prompts - Provide visual prompts or examples to inspire creativity and give students ideas for their own artwork. This could include pictures, illustrations, videos, or sample projects.

Reference Materials - Offer reference materials such as books, videos, or online tutorials to support students' exploration of new techniques or styles, providing guidance on how to use them effectively.

Guided Drawing - Offer guided drawing activities where students follow simple instructions to create a specific subject or scene, providing verbal prompts and visual aids as needed.

Materials - Provide a variety of art materials such as pre-cut shapes for collages, stencils for tracing,

Group Projects - Collaborative projects allow children to learn from each other's skills and ideas, thereby enhancing their understanding and abilities through shared experiences and mutual support.

Challenge in Art

Exploration of Mediums - Encourage experimentation with different art mediums beyond crayons and markers, such as watercolours, clay, or pastels, to challenge students to explore new textures and techniques.

Expressive Art - Prompt students to convey emotions, stories, or concepts through their artwork, challenging them to think critically about the message they want to communicate and experiment with symbolism and visual storytelling.

Problem-Solving Tasks - Present open-ended art prompts or challenges that require creative problem-solving to encourage critical thinking and imagination.

Personalization - Encourage students to add their own unique touches to their artwork, such as details that reflect their interests, experiences, or personality, challenging them to express themselves authentically.

Feedback and Support - Offer constructive feedback and support throughout the creative process, encouraging students to reflect on their work, make improvements, and take risks in their artistic experimentation. This can be facilitated through self-evaluations or peer evaluations.

Complex Subjects - Encourage students to tackle more complex subjects or themes in their artwork, challenging them to explore deeper concepts and ideas and consider multiple perspectives.

Mixed Media Projects - Challenge students to create mixed media artwork by combining different art materials and techniques, such as collage, printmaking, or sculpture, encouraging them to think creatively about how to integrate diverse elements into their compositions.

Showcases - Art showcases provide a platform for students to push their creative boundaries, receive constructive feedback and develop resilience through the process of presenting and explaining their work.

Evidence of Art

	Art is a subject that involves practical activity. We are currently implementing pupil Showbie accounts to support evidence collation. Assessment is integrated within every Art lesson: including self/peer evaluation, in the moment feedback, observation, photo and video evidence of pupil's learning.
	The children also have their own sketch books where any recorded learning can be presented with pride.

Impact

The art curriculum implemented at Fairfield provides a structured framework for nurturing students' artistic skills, creativity, and critical thinking abilities. Through stages such as artist research, analysis, experimentation and evaluation, our children embark on a journey of exploration and self-expression. This cycle not only fosters an appreciation for art history and diverse artistic styles but also encourages students to develop their visual literacy, communication skills and resilience in the creative process. By engaging in the art cycle, students learn to observe, interpret and respond to the world around them in meaningful and imaginative ways, aligning with the aims of the National Curriculum to promote cultural understanding, personal development, and lifelong learning.

Our Art offer – beyond the curriculum...



We are proud to be an accredited Arts Mark Award School

			
Engagement with Local Community Art projects	Participation in national Art projects and competitions	Art Club Extra-Curricular Opportunities	Pupil Art Champions

Statutory framework for EYFS					
Expressive Arts and Design	Creating with Materials	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.			
	National Curriculum (National Curriculum)				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should be 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. - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.			
	Develop Ideas (National Curriculum)				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Respond to Ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.		- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.		- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively in a sketch book. - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language.	
Progression Map - Mastering Techniques and Taking Inspiration from the Greats					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inspiration from the Greats					
Describe their work Use ideas from the artist/designer to create own work	Replicate some of the techniques Create original pieces influenced by artist/designer /architect	Replicate some of the techniques Create original pieces influenced by artist designer /architect	Replicate some of the techniques Create original pieces influenced by artist designer /architect	Sketch and give details about the style of notable artists. Show how their artist designer /architect has influenced society Create original pieces that show a range of influences and styles	Sketch and give details about the style of notable artists. Show how their artist designer /architect has influenced society Create original pieces that show a range of influences and styles Challenge** Study history of art movements from ancient to modernist
Drawing					
Hold a pencil correctly Develop control of pencil when drawing Create patterns using different types of line: straight, curved, wavy, zig-zag, thick, thin	Continue to add detail to picture and begin to use side of pencil to add shading to detail Extend use of drawing materials: different grades of pencil, charcoal and pastel to create drawings.	Use different grades of pencils to show tones and textures through hatching & cross hatching. To draw/sketch the shadow thrown by an object. To blend/smudge the pencil lines to create softer lines. Annotate sketches to explain and elaborate ideas.	Use shading to create texture. Practise different techniques to achieve shade, space, depth and contrast. Show body language in sketches and paintings	Begin to include measuring skills to help with proportion in their drawings. Draw with precision using different gradient pencils or other mediums for effect	Show shape, proportion and perspective in drawings and artwork Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

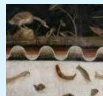
Show different tones (light and dark)			Organise line, tone, shape and colour to represent figures and forms in movement.	Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight.	Use a choice of techniques to depict movement, perspective, shadows and reflection.
Show pattern & texture by adding dots & lines.				Use shading to create mood and feeling.	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
Inspiration from the Greats: Daniel Mackie		Inspiration from the Greats: John Gibson		Inspiration from the Greats: LS Lowry, Simon Birch	
New Vocabulary: pencil, line, straight, curved, wavy, thick, thin, light, dark, tone, pattern, texture, shade, pencil grade, charcoal, pastel		New Vocabulary: texture, hatching, cross hatching, blend, smudge, sketch, space, depth, contrast, form, figure, shadow		New Vocabulary: perspective, dimension, proportion, gradient, reflection, direction, realistic, impressionistic	
Sculpture					
Focus within Y2: Create a clay sculpture from a whole piece of clay without joining pieces together Using clay tools to develop techniques and detail such as rolling, cutting, moulding and carving. Create a clay sculpture using the score, slip, join techniques to join pieces of clay together,		Focus within Y3: To explore different decorating techniques (scratching, cutting, drawing on the surface) Use ceramic mosaic materials and clay To be able to explain the six stages of clay (slip, wet hard, dry, bisque, glazeware).		Focus within Y5: To explore different moulding techniques (coil and slab) Use frameworks (such as wire or moulds) to provide stability and form. To be able to explain how we can strengthen clay joins so they don't come apart easily.	
Inspiration from the Greats: Michael Pegler		Inspiration from the Greats: Sosus (Ancient Greek artist) Jen Stark		Inspiration from the Greats: Aneta Regel	
New Vocabulary: clay, sculpture, sculptor, rolling, kneading pinching, incising, cutting, moulding, carving, score, slip, join		New Vocabulary: decoration, ceramic, mosaic, The 6 stages of clay (slip, wet hard, dry, bisque, glazeware)		New Vocabulary: coil, slab, wire mould, form, stability, scratching	
Painting					
Focus within Y1: Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Create painting using colour, shape, form and space.		Focus within Y4: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Use shading to show light and shadow.		Focus within Y5: Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.	
Inspiration from the Greats: Henry Matisse, Picasso		Inspiration from the Greats: Sara Sherwood		Inspiration from the Greats: David Shepherd Andy Warhol, Pablo Picasso, Vincent Van Gogh	
New Vocabulary: primary/secondary colours, warm/cold colours. colour wheel dark, light, shade		New Vocabulary: watercolours, tone, tint, shade, blending, texture, mood, shadow		New Vocabulary: acrylic paint, brush techniques, stippling	
Printing					
Focus within Y2:		Focus within Y4:		Focus within Y5:	

Use repeating or overlapping shapes.	Use layers of two or more colours.	Create an accurate pattern, showing fine detail.
Mimic print from the environment (e.g. wallpapers).	Replicate patterns observed in natural or built environments.	Use a range of visual elements to reflect the purpose of the work.
Use objects to create prints (e.g. fruit, vegetables or sponges).	Make printing blocks (e.g. from coiled string glued to a block).	
Press, roll, rub and stamp to make prints.	Make precise repeating patterns.	
Inspiration from the Greats: Alma Thomas	Inspiration from the Greats: Rachel Newling	Inspiration from the Greats: Laurie Hastings
New Vocabulary: fabric, print, stamp, press, roller, rub, repeating pattern	New Vocabulary: printing block, stencil, transfer, layers	New Vocabulary: lino print, relief, pattern

Collage

Focus within Y1/Y2:	Focus within Y3:	Focus within Y6:
Use a combination of materials that are cut, torn or glued.	Mix textures (rough and smooth, plain and patterned).	Use mixed media to create a precise collage.
Sort and arrange materials.	Combine visual and tactile qualities.	Use mosaic & montage
Mix tissue paper/paint to create texture.	Manipulate materials for effect (paper/card)	
Inspiration from the Greats: Franco Fontana, Peter Thorpe	Inspiration from the Greats: Piet Mondrian	Inspiration from the Greats: Nermine Elmasry
New Vocabulary: collage, texture, assemble, materials, layer, rough, smooth.	New Vocabulary: visual, tactile, rough, smooth, plain, patterned, overlapping, overlaying, manipulate, coiling	New Vocabulary: mosaic, montage, tessellation, precision

Significant artists, designers, craft makers, architects/sculptors

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Vincent Van Gogh He is well known for his vivid and colourful self-portraits, paintings of flowers, and landscapes such as Starry Night.  Wassily Kandinsky Wassily Kandinsky was born in 1866 in Moscow, Russia and died in 1944. He is well-known for creating <i>abstract</i> paintings. Abstract art uses shapes, lines and colours but doesn't need to look <i>realistic</i>.	 Henry Matisse - Bright colours and simple shapes...enjoy the wonderful world of Matisse  Daniel Mackie - After 15 years as a commercial illustrator, Daniel Mackie decided to actually draw on paper and felt reinvigorated when he discovered watercolour. His work mainly features animals with their habitat depicted within them.  Franco Fontana - Franco Fontana is an Italian photographer, born in Modena, Italy. He is best known for his abstract colour landscapes.  Pablo Picasso - Pablo Picasso experimented with many different styles of painting during his long career as an artist. His work was a major influence on the development of modern art. Picasso also created sculpture, prints, pottery, poetry, and ballet scenery.	 Peter Thorpe - Peter Thorpe has been an illustrator and designer since 1976. Although specializing in book covers, he developed his Rocket Painting series while working as Creative Director of the Space Frontier Foundation (1988 – 2008) and continues the series to this day.  Michael Pegler- Local sculptor Michael Pegler, who in 1995 created the famous stone ram now on Derby's East Street,  Alma Thomas - Alma Woodsey Thomas was an African-American artist and teacher who lived and worked in Washington, D.C., and is now recognized as a major American painter of the 20th century.	Piet Mondrian A Dutch painter and art theoretician who is regarded as one of the greatest artists of the 20th century. He was one of the pioneers of 20th-century abstract art  Jen Stark - Stark was born in Miami, Florida in 1983. Jen Stark is an artist exploring the intricate layers of the natural world through patterns and colour. Sosus (Ancient Greek artist) - Sosus of Pergamon was a Greek mosaic artist of the second century BC.^[1] He is the only mosaic artist whose name was recorded in literature. 	John Gibson (Cartographer) John Gibson (1750 to 1792) was an English cartographer, geographer, draughtsman and engraver  Rachel Newling - An artist & printmaker, famous for hand painted linocut prints, limited edition & unique art of Australian birds, flowers, wildlife & landscape.  Sara Sherwood paints cityscape art. A full time artist from London since 2005.	 Vincent Van Gogh (see EYFS/Y1) Andy Warhol - 6 Aug 1928 - 22 Feb 1987 (died age 58). A leading figure in the pop art movement. David Shepherd - Renowned for his wildlife artworks, David often painted aircraft, steam trains, portraits and landscapes, while maintaining his famed impressionistic style. Laurie Hastings - Laurie is an Illustrator and Screen Print Artist. Born and raised in Hong Kong, educated in Edinburgh and London, and now drawing and screen printing from her studio in Nottingham. Aneta Regel - Born in 1976 in Poland. Lives and works in London. Aneta creates abstract ceramic sculptures inspired by the natural world. 	LS Lowry (1887-1976) Although best known for his mill scenes and industrial landscapes, Lowry's work covers a wide range of themes and subjects, from landscapes and seascapes to portraits and surreal imaginings. Simon Birch - Born in Brighton, England in 1974, Birch has lived and worked in Hong Kong for over twenty years. He is best known for his figurative oil paintings.  Nermine Elmasry – A painter/mosaicist based in Cairo, Egypt. 

