



Art

2023 – 2024

Bramley Sunnyside Junior School

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1. intent

1. intent, rationale, curriculum



Intent

Through our creative and inclusive approach to the arts, we enable our children to become confident and capable artists who have aspirations for art in the future.

We explore art through mix of practical, theoretical and disciplinary knowledge using sculpture, drawing, painting and textile skills to express their learning.

Pupils at BSJS LOVE to do art!



The background features a collage of elements: a piece of torn, aged paper with faint, handwritten text in cursive; a sprig of blue delphinium flowers on the left; and a single pink rose on the bottom right. The central text is overlaid on a white rectangular area with a torn edge at the bottom.

1. Rationale

1. intent, rationale, curriculum

A Summary of Ofsted's Art Research Review for Teachers and Leaders

Curriculum

- The curriculum should set out how pupils will '**get better**' at Art.
- Pupils can develop their **practical knowledge** of how to create art by learning the methods and techniques used by artists, craft-makers, and designers.
- Pupils can learn the **theoretical knowledge** of the tools, materials, and history of the subject.
- Pupils can learn the **disciplinary knowledge** of art, such as the ways in which it is judged, valued, and evaluated.
- Pupils make progress in art when they build all three types of knowledge and make connections between them.
- The National Curriculum for Art is different to school's art curricula. The NC sets out the aims of the subject and outlines the content, but the detail and specificity needs to be decided by schools. This means there are several different ways in which a high-quality art curriculum might be achieved, and the report focuses on content which **might** be included by schools.
- Schools will also need to decide on the sequencing of content.

Rationale

National Curriculum 2014

Key stage 2

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.

Pupils should be taught:

- 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.

The background features a collage of elements: a central white rectangular area with torn edges, a piece of brown textured paper, and a light beige background with faint cursive handwriting. On the left, a stem with several small blue flowers extends upwards. On the bottom right, a pink rose is in bloom, with another bud visible below it.

1. curriculum

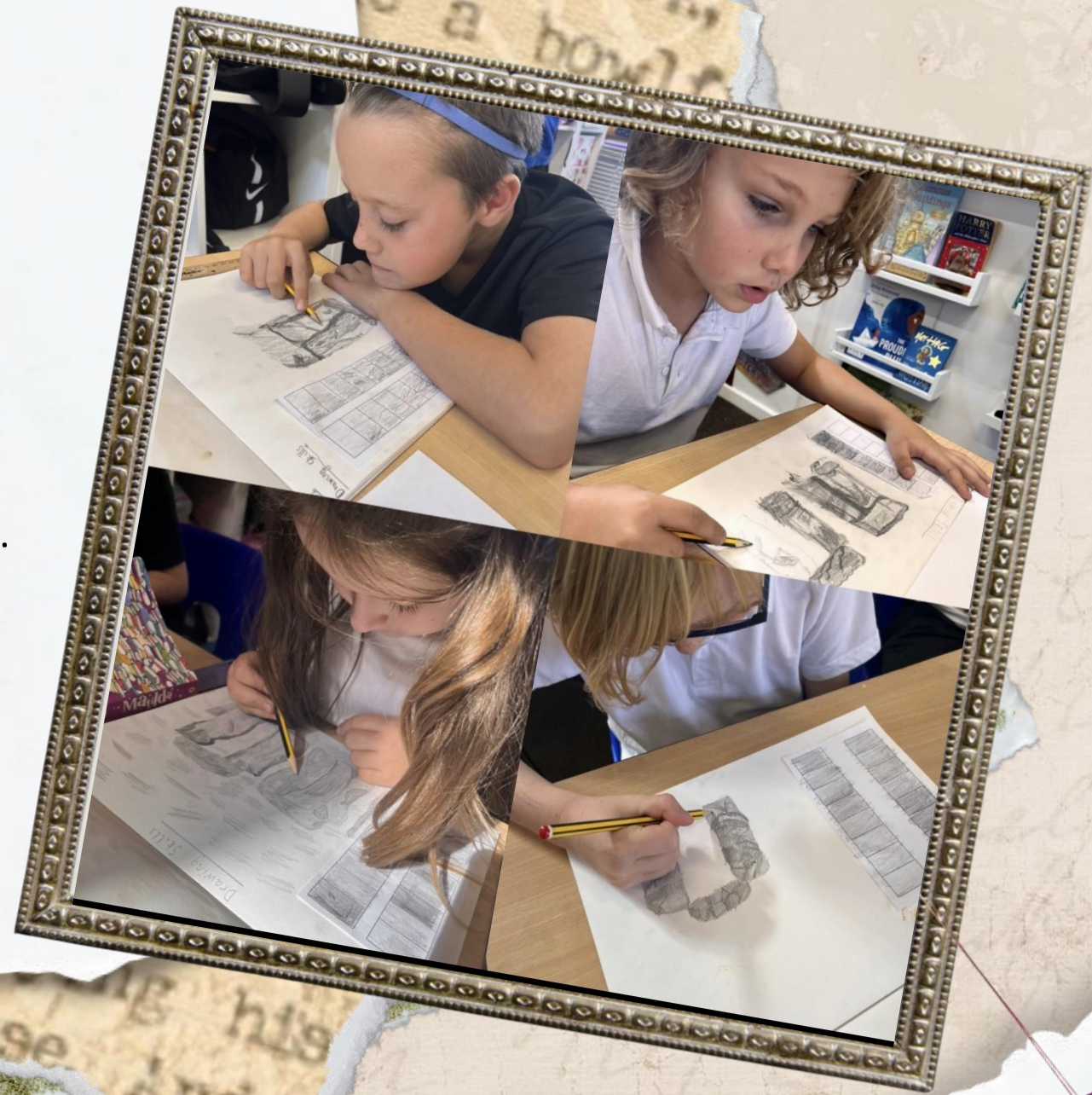
1. intent, rationale, curriculum

Our Art Curriculum

Pupils develop their **practical knowledge** of how to create art by learning the methods and techniques used by artists, craft-makers, and designers. Our curriculum uses **drawing, painting and sculpture** to develop and share their ideas, experiences and imagination. Pupils learn how build their substantive knowledge based on the knowledge of the seven elements of art **colour, tone, texture, line, shape, form and space** and also including the seven principles of art balance, contrast, emphasis, pattern, rhythm, variety and unity.

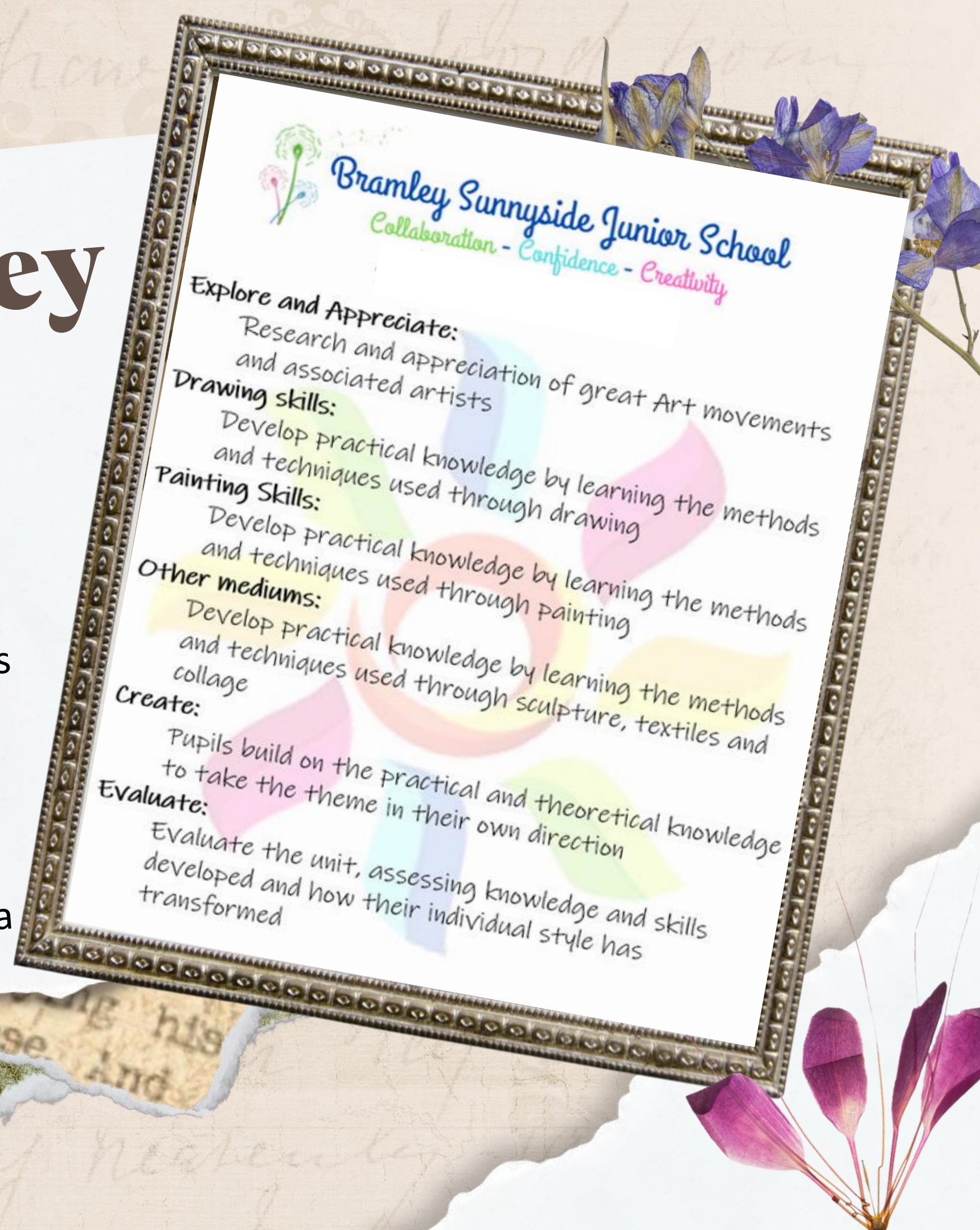
Pupils learn the **theoretical knowledge** of the tools, materials, and history of the subject. Pupils learn the **disciplinary knowledge** of art, such as the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work

Pupils create a learning journey in sketchbooks - exploring great artists/craft makers/architects and designers in history and use these to influence their work, recording their observations by reviewing and revisiting ideas.



Our Learning Journey

Each half term pupils begin their **disciplinary knowledge** by exploring an **art movement**. Pupils explore the history of the art movement by critically evaluating different artists work through their **theory** lessons. This is extended into their **practical knowledge** by learning different medium skills, methods and techniques that are used by artists, craft-makers, and designers. Using **drawing, painting and sculpture** to develop and share their ideas, experiences and imagination. At the end of each unit, pupils **evaluate** their work exploring how their individual style has transformed as a result.



Bramley Sunnyside Junior School
Collaboration - Confidence - Creativity

Explore and Appreciate:
Research and appreciation of great Art movements and associated artists

Drawing skills:
Develop practical knowledge by learning the methods and techniques used through drawing

Painting Skills:
Develop practical knowledge by learning the methods and techniques used through painting

Other mediums:
Develop practical knowledge by learning the methods and techniques used through sculpture, textiles and collage

Create:
Pupils build on the practical and theoretical knowledge to take the theme in their own direction

Evaluate:
Evaluate the unit, assessing knowledge and skills developed and how their individual style has transformed

Our Art Curriculum

	Autumn 1 (7)	Autumn 2 (8)	Spring 1 (5)	Spring 2 (6)	Summer 1 (6) SATS	Summer 2 (7) Residential Transition
Y3	Little Glow Abstract Art Colour	Prehistoric Art Stone Age Calendar	The Tin Forest Artists through the ages Rivers & water	Pop Art Animals	A Girl called Genghis Khan Botanical Art Picture This	Dragons Chinese & Japanese culture
Y4	The Proudest Blue Romans	Volcano Artists through the ages Calendar	Reading week? Romanesque Anglo Saxon	Norse Art Vikings Norse Gods Mythology Asgard	Reading week? Botanical Art Picture This	Sculpture Human Body
Y5	Grandads Camper Harry Woodgate Greek Pottery	Biomes Savannah, Sea, Tundra, Rainforest, Ice Landscape Calendar	Hidden Figures Katherine Johnson Dorothy Born Mary Jackson Post-Impressionist Earth & Space	Classic period Mayan	One Plastic Bag Botanical Art Picture This	Environmental Art Recycling
Y6	The Silly Book of Side-Splitting Stuff Renaissance Tudors Henry VIII Portrait comparison	Fantasy Art Harry Potter Animals Mythical creatures Calendar	Steampunk Clockwork Phillip Pullman Glockenheim Clock Tower	Art Nouveau Victorians	Little Dreams Big World Ann Frank Botanical Art Picture This	Impressionist London

Art Mediums

Artist inspiration

Robert Delaunay
Rhythm

Pier Mondrian
Composition with Large
Red Plane, Yellow, Black,
Grey, and Blue



Wassily Kandinsky
Red, Yellow Blue



- Pencil
- Pencil crayon
- Chalk pastel
- Powder paint
- Clay
- Collage paper
- glue

Vocabulary

- Line
- Shape
- Form
- Texture
- Colour
- Tone
- Space
- Primary colours

- Secondary colours
- Tertiary colours
- Colour wheel
- Warm colours
- Cold colours
- Mix

Theoretical knowledge

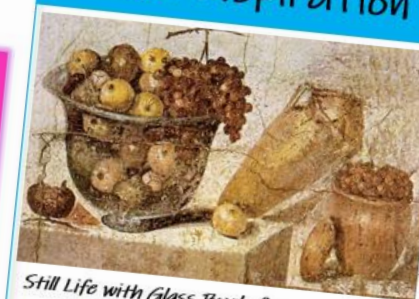
- **Robert Delaunay Born: 1885 Died: 1941**
Robert Delaunay was born in Paris to a rich and important family. He began working as a professional painter at 14. He painted simple shapes. They had colour and colour. Delaunay and his wife developed a new style of art called Orphism - an abstract art that uses bright colours and simple shapes. They used their work to represent joy, music and movement.
- **Pieter Cornelis Mondrian 7 March 1872 - 1 February 1944**
Born in the Netherlands, his father and uncle were both artists so was introduced to art at a young age. He was regarded as one of the greatest artists of the 20th century. He is known for being one of the pioneers of 20th-century abstract art. Abstract art doesn't show pictures of things but uses colours, lines and shapes to express how the artist is feeling. Mondrian liked to paint using the primary colours with black lines and white spaces
- **Wassily Kandinsky Born: 1866 Died: 1944**
Wassily Kandinsky was born in Odessa, Russia. As a child he studied art and played the cello and piano, however he went onto study law and became a teacher and later a Professor of Law. At 30 he left the profession and went to study art. He became a prominent art theorist focusing on theories of colour. He had new ideas on colour and what they mean and how they make people feel. He believed colours have soul and that music can be seen through colour and colour heard through music. He would often paint to music and paint what he heard. Some people believe he was the founder of abstract art - his paintings stopped being representational and had no recognisable shapes.

Practical Knowledge - Successful steps in Art

- Lesson 1 Art appreciation
- Double page spread on Abstract art and colour theory
- Lesson 2 - Painting skills - Colour Mixing
- Mixing the colour wheel using powder paint
- Explore Robert Delaunay - contrasting colours
- Lesson 3 - Drawing skills
- Explore the style of Kandinsky through chalk and pencil crayon
- Lesson 4 - Sculpture
- Explore the style of Mondrian through collage
- Design a clay tile inspired by a chosen artist
- Lesson 5 - Sculpture
- Create a clay tile with carved and joined elements
- Lesson 6 - Paint clay sculpture - evaluate
- Disciplinary knowledge - What is Abstract art? How is it created? What is the purpose? How can we compare and connect this with other work? How are you influenced or inspired by it?

YEAR 4 ROMANS

Artist inspiration



Still Life with Glass Bowl of Fruit and Vases



Art Mediums

- Pencil
- Pencil crayon
- acrylic
- Clay
- Collage paper
- Glue

Vocabulary

Line	Collage
Shape	Build
Form	Engrave
Texture	Mosaic
Colour	Fresco
Tone	Press
Space	roll
Sculpt	
Mould	

Theoretical knowledge

Frescos were used throughout Pompeii, in both public and private buildings. A large number of rooms in Pompeii were small and without windows, so the citizens used the bright paintings to their advantage. Roman frescoes were done by the artist painting the artwork on the still damp plaster of the wall, so that the painting is part of the wall, actually coloured plaster. Citrus fruits were symbols of high social status in ancient Rome, for example citrons and lemons were clear status symbols for the ancient Roman ruling elite.

Roman pots were plain earthenware vessels designed for everyday use. They were influenced by ancient Greek pottery, but ancient Greeks used more decorative vessels.

Roman pots were plain earthenware vessels designed for everyday household cooking and storage. Roman pottery was influenced by ancient Greek pottery; however, Roman pottery often had decorations cut into it, in contrast, the ancient Greeks painted images on their pottery. Roman pottery is split into two different types: coarse ware and fine ware. Roman pottery was often decorated using engraving and potters' skills were highly in demand, making objects that were both beautiful and useful.

- Lesson 4 - Draw/Paint Roman pottery
Create a pot design to be made in clay
- Lesson 5 - Sculpture - Clay Roman pot
Create a 3D form of the Roman pot design
- Lesson 6 - Sculpture - collage
Create a Roman mosaic using paper collage
- Disciplinary knowledge - what is Abstract art? How is it created? What is the purpose? How can we compare and connect this with other work? How are you influenced or inspired by it?

Example art units and lesson by lesson breakdown.

A1

Practical Knowledge - Successful steps in Art

- Lesson 1 - Art Appreciation
Double page spread on Greek art
- Lesson 2 - Drawing - pencil
Sketch an image from a vase thinking about scale and proportion
- Lesson 3 - Painting - powder paint
Paint an image working with negative space of black figure technique and red figure technique
- Lesson 4 - Design Vase
Draw an accurate Greek vase representation with painted detail and annotations
- Lesson 5 Sculpture - Greek Vase
Create a clay vase in correct proportions following the design
- Lesson 6 - Sculpture/Paint Vase
Paint the design onto the clay vase using acrylic
- Disciplinary knowledge - What is Abstract art? How is it created? What is the purpose? How can we compare and connect this with other work? How are you influenced or inspired by it?

Artist inspiration



Theoretical knowledge

The Black-figure technique is a key part of Greek Vase Painting. It originated in Corinth in the 7th century BC and involved painting figures in black against the clay's natural red colour. Artists would carve details into the black figures, revealing the red beneath them.

This technique was used to depict scenes from mythology, battles, and daily life. Despite the later popularity of the Red-figure technique, Black-figure painting remained a commonly used and impactful method in Greek Vase Painting.

The Red-figure technique is a significant aspect of Greek Vase Painting. It started in Athens in the late 6th century BC and reversed the colour scheme of the earlier Black-figure style. Figures were kept in the natural red colour of the clay, while backgrounds were painted black.

This allowed for detailed and realistic depictions, often including scenes from mythology, sports, and social events. The Red-figure technique influenced Greek Vase Painting until the late classical period, marking an important period in Greek art history.

Art Mediums

Pencil
Powder paint
Clay
Watercolour
acrylic

Vocabulary

Scale	Slip
Proportion	Coil pot
Accuracy	Thumb pot
Line	sculpt
Form	Colour
Texture	Tone
Pattern	Space
Shape	

A1

Practical Knowledge - Successful steps in Art

- Lesson 1 Art appreciation
Double page spread on Renaissance art
- Lesson 2 Drawing skills - pencil, charcoal, pastel
Proportioning a face, creating form through shading
- Lesson 3 Painting skills - watercolour, acrylic and powder paint
Creating skin tones and form
- Lesson 4 Create
Selecting chosen medium
Make, complete, evaluate
Evaluate outcomes, sketch clay bust
Henry VIII
Edge - What is Abstract art? How is it created? What is the purpose? How can we compare and connect this with other work? How are you influenced or inspired by it?

Artist inspiration



Theoretical knowledge

During his reign Henry used his portraits to further his diplomatic ends by sending them as political gifts and to cement relations and alliances. They were also used by nobility and courtiers to flatter and affirm their loyalty to the King.

Hans Holbein the Younger (1497-1543) was a German painter and printmaker who worked in a Northern Renaissance style, and is considered one of the greatest portraitists of the 16th century. By 1535, he was King's Painter to Henry VIII of England and received an annual salary of £30. Hans Holbein was responsible for many of the depictions of Henry VIII, his wives.

Art Mediums

Pencil
Charcoal
Pastel pencil
Watercolour
Powder paint
Acrylic
Clay

Vocabulary

Line	Proportional
Shape	Highlight
Form	Sculpt
Texture	Build
Colour	Construct
Tone	
Space	
Sketch	
Shade	

Curriculum – Progression of skills in Drawing, Painting and Sculpture

Practical knowledge

Painting

At BSJS pupils will learn to use a variety of painting medium to develop a wide range of techniques which explore the use of colour, tone, pattern and texture.

When exploring paint, pupils will learn how to:

- Describe **colours** including primary, secondary and tertiary.
- Explain terminology such as **blend, tone, shade, tint**
- Create different **tones of colour** by tinting and shading.
- Use **shades and tints of colour** to create mood and feeling.
- Identify harmonious and complimentary **colours**
- Experiment with **textures** of paint using lines and marks.
- Develop their knowledge of equipment used for different types of paint including which brushes to use for which purpose as well as which type of paper they need.
- Express emotion through paint showing facial features and body language.



How pupils build on knowledge each year

Art Medium:	How pupils build on knowledge each year			
	Year 3	Year 4	Year 5	Year 6
Powder Paint	<ul style="list-style-type: none">• Mix powder paint correctly understanding the correct consistency.• Mix primary, secondary and tertiary colours using specific colour names• Lighten and darken colours using black and white powder paint using the terminology	<ul style="list-style-type: none">• Demonstrate their understanding of colour mixing.• Use a fine brush (0/1) to add detail to powder paint designs.• Effectively blend two colours together• Begin to use a range of tools	<ul style="list-style-type: none">• Master colour mixing and blending techniques when using powder paint; understanding why and when to blend the colours.• When painting, experiment with texture	<ul style="list-style-type: none">• Use powder paints effectively to create finished pieces that build on previous learning and embed their skills.

Watercolour	<ul style="list-style-type: none">• Begin to use water colours to create a simple wash of colours.• Understand how watercolours work differently to powder paint by exploring the skills they need to dilute the paints to work with this medium.	<ul style="list-style-type: none">• Mix secondary and tertiary colours thinking about different tones of paint within the colour palette.• Develop colour wash skills in landscapes• Begin to use water colours effectively to add detail to a colour wash.	<ul style="list-style-type: none">• Embed colour wash skills; using water colours effectively to add detail to a painting thinking about how they can add layers of paint to build up the picture.	<ul style="list-style-type: none">• Use water colours effectively to create a sample of pieces inspired by a range of artists.
Acrylic	<ul style="list-style-type: none">• Begin to use acrylic paint to make marks, lines and shapes	<ul style="list-style-type: none">• Embed colour mixing skills through this medium experimenting with shades and tints.• Begin to learn how to blend two colours together.	<ul style="list-style-type: none">• Add acrylic paint to canvas using a palette knife. Experiment with this tool using it to blend paint.• Explore layering paint, starting with a base layer and adding different dimensions.• Use different brushes/equipment to create texture, washes, stippling effect, splatters, dabbing, sponging and fine detail.	<ul style="list-style-type: none">• Understand that for acrylic painting you need to use a variety of brushes from small to large for different techniques. For applying thick layers of paint, make sure you have a stiff-bristled brush and for the water colour effects like washing, use a soft bristled brush.• Use acrylics effectively to create finished pieces that build on previous learning and embed their skills.
Printing	<ul style="list-style-type: none">• Create a printed piece of art by pressing, rolling, rubbing and stamping.	<ul style="list-style-type: none">• Print a repeated pattern• Colour mixing through overlapping colour prints	<ul style="list-style-type: none">• Create a detailed printing block eg. Polystyrene or cardboard• Build up layers of colour and create precise repeated patterns	<ul style="list-style-type: none">• Create a fine detailed printing block incorporating different textures eg. Polystyrene or cardboard• Print onto different materials

Curriculum – Progression of skills in Drawing, Painting and Sculpture

Drawing

At BSJS pupils will learn how to use a variety of medium to develop drawing techniques which explore the use of **colour, tone, pattern, texture, line, shape, form and space**.

When exploring drawing, pupils will learn how to:

- Use zentangle **patterns** (personal to our school) to embellish their work throughout the year groups.
- Draw with a variety of medium – graded pencils, coloured pencils, pens, oil pastel, chalk pastel, charcoal and chalk.



Art Medium:	How pupils build on knowledge each year			
	Year 3	Year 4	Year 5	Year 6
Pencil, ink, coloured pencils, charcoal, chalk.	<ul style="list-style-type: none"> • Use a pencil to form accurate marks, shapes and lines. • Begin to use a pencil to shade effectively. • Begin to learn how to use coloured pencils to shade and colour effectively. 	<ul style="list-style-type: none"> • Use a variety of pencil grade to show line, tone, texture and shade • Sketch lightly to correct and develop shape • Shade to show light and shadow including blending, hatching and crosshatching • Begin to draw to the correct scale and proportion • Use coloured pencils to shade effectively showing <i>three dimensions</i>. 	<ul style="list-style-type: none"> • Embed use a variety of pencil grade to show line, tone, texture and shade beginning to think about interesting effects eg. Reflections, shadow, direct light • Choose a style of drawing suitable for the work ie. Realistic or impressionistic • <i>Begin to show facial expressions and body language in sketches.</i> • <i>Begin to produce pictures with clear perspective.</i> • <i>Experiment with a rubber to take away sections of block colour and create different effects.</i> 	<ul style="list-style-type: none"> • Use a variety of pencil grade to show interesting effects eg. Reflections, shadow, direct light • Use correct perspective in work • Make considered choices about composition, scale and proportion • Choose a style of drawing suitable for the work ie. Realistic or impressionistic • Produce increasingly accurate drawings of people to show facial features, expressions and body language • <i>Create finished pieces of artwork that show more than one dimension.</i>
Pastel Chalk, oil Fixative should be used to seal pictures and prevent smudging.	<ul style="list-style-type: none"> • To apply block colour using pastel thinking about light and heavy pressure. • Blend pastels together using a variety of techniques. • Highlight/tint with white pastel • Shadow with black pastel 	<ul style="list-style-type: none"> • Experiment with mixing colours together to create new colours • Layer pastel colours. • Create strokes, dots (pointillism) and marks. 	<ul style="list-style-type: none"> • Develop pastel techniques learned in years 3 and 4. 	<ul style="list-style-type: none"> • Embed pastel techniques learned in 3/4.

Curriculum – Progression of skills in Drawing, Painting and Sculpture

Sculpture

At BSJS pupils will learn how to use a variety of medium to develop sculpture techniques which explore the use of, pattern, texture, line, shape, form and space.

When exploring sculpture, pupils will learn how to:

- Create a learning journey in sketchbooks, recording their observations by reviewing and revisiting ideas.
- Use a range of different sculpting materials to bring their plans to life.



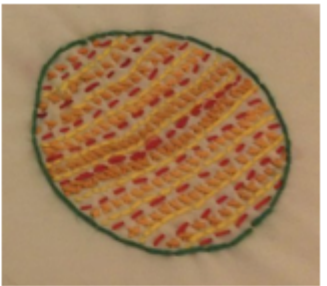
Art Medium:	How pupils build on knowledge each year			
	Year 3	Year 4	Year 5	Year 6
Clay	<ul style="list-style-type: none"> • Roll out clay to correct thickness to create a tile • Use hatching and slip/vinegar to securely join two pieces of clay. • Carve in to clay using tools to create pattern and texture • Embellish clay with Mr Harvey shapes and use tools effectively to sculpt this. 	<ul style="list-style-type: none"> • Model clay to create a small pot. • Use clay to create a small sculpture. • Create a clay sculpture. • Coil create a clay sculpture. 		
Other sculpture materials: mod rock, paper mache, quilling and wire	<ul style="list-style-type: none"> • Shape, form and construct malleable and rigid materials • Explore and understand different methods of construction and adhesives to create sculpture such as Mod Roc and Paper Mache. • Combine other mediums into sculpture work such as paint and textile. 	<ul style="list-style-type: none"> • Plan and construct material. • Explore methods of construction and adhesives to create sculpture such as Mod Roc and Paper Mache. • Combine sculpture work with textile. 		

Textile

At BSJS pupils will explore a range of textile techniques which explore the use of colour, pattern, texture, line and shape.

When exploring textiles, pupils will learn how to:

- Create a learning journey in sketchbooks, recording their observations by reviewing and revisiting ideas.
- Use a range of different textile materials to bring their plans to life influenced by great textile artists.



Sewing and Embroidery	<ul style="list-style-type: none"> • Sew a running stitch • Sew a back stitch • To begin to explore different fabrics and their properties. <p>Please encourage children to learn how to thread a needle and tie a knot before starting sewing techniques.</p>	<ul style="list-style-type: none"> • Sew a split stitch • Sew a cross stitch • Explore other patterns using straight stitch. • To think about different fabrics effectively joining two materials together. 	<ul style="list-style-type: none"> • Sew a French knot • Sew a chain stitch • To demonstrate appliqué techniques using stitches learned and appropriate materials. 	<ul style="list-style-type: none"> • To confidently demonstrate a range of stitches • Draw a template, cut out, pin and sew. • Make an object out of fabric.
Couching and Embellishment	<ul style="list-style-type: none"> • Begin to use couching to embellish material. 	<ul style="list-style-type: none"> • Embellish fabric by couching a range of wools and threads. • Begin to add beads/sequins. • Sew on a button. 	<ul style="list-style-type: none"> • Embellish felt with stitches, couching materials and adding beads/buttons/sequins. 	<ul style="list-style-type: none"> • Make and embellish a range of projects, with a variety of stitches and beads/sequins and buttons, including using felt and silk.
Other Textile Techniques: Felting Silk Painting Weaving	<ul style="list-style-type: none"> • Learn how to make a simple piece of felt • Weave fabrics using a simple loom. • Use gutta to paint a simple shape on silk thinking about how effective it is. 	<ul style="list-style-type: none"> • Make felt adding a variety of colours and thinking about the shape and thickness of the felt. • Weave fabrics experimenting with different loom sizes and shapes. • Explore silk painting techniques thinking about the use of gutta and how to apply the silk paint. 	<ul style="list-style-type: none"> • Experiment with complimentary colours when making felt. • Experiment with weaving thinking about different colours and how to make your own loom. • Experiment with colour when silk painting filling complex gutta shapes. 	<ul style="list-style-type: none"> • Experiment with making felt, thinking about colour, pattern and texture. • Explore weaving thinking about colour, texture and pattern. • Create complex projects using silk painting.

2. implementation



Implementation



Our own bespoke curriculum written by our art specialists, suited to our children and our school with progression evident across units and year groups.



Each art unit follows same structure:

- Explore and Appreciate
- Drawing skills
- Painting skills
- Sculpture/textile skills
- Create
- Evaluate

What does art look like at BSJS?



Children work in sketchbooks showing their learning journey through different mediums and annotations.



Art vocabulary is used and taught as well as referred to in sketch books. Children learn the key principles of art: *colour, tone, tint, shade, pattern, texture, line, shape and form.*



All art lessons are made accessible for our SEND children



Key mediums are taught each half term through drawing, painting, sculpture and textiles. These progress each term, building on their knowledge each year.



Disciplinary knowledge is taught from the very first lesson with children starting each unit by learning about the history of great art movements and exploring how they can be influenced by this.



Learning explores the three key areas from Ofsted's art research review : Practical Knowledge, Theoretical knowledge and disciplinary knowledge.



Children use self and peer assessment to access their work, evaluating it using key disciplinary questions.

1. impact



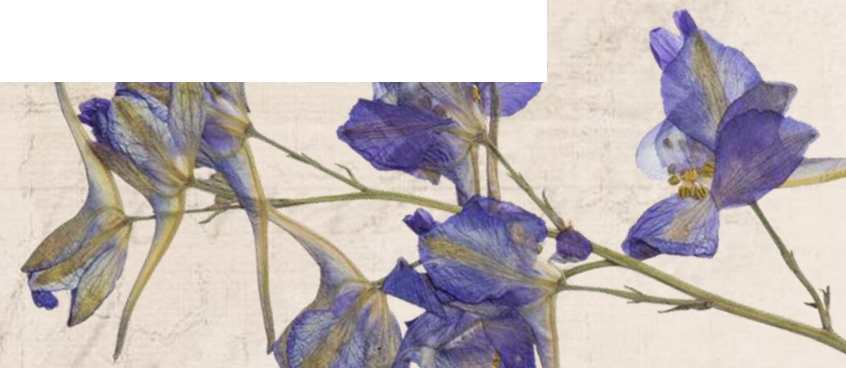


Artsmark

We achieved our Gold Artsmark award in August 2023



**Artsmark
Gold Award**
Awarded by Arts
Council England



Impact - Books



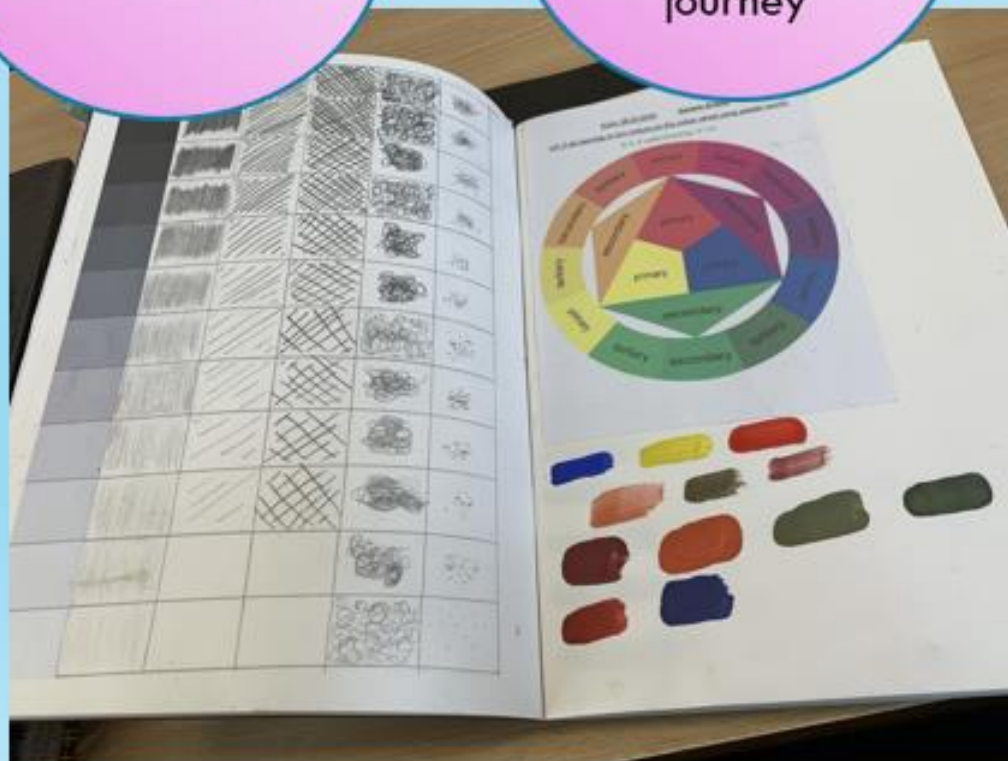
Skills
Teaching



Sketchbooks
with start of
learning
journey



Self
Assessment



Drawing skills



Impact – Pupil Voice

Year 3

- ‘Art is my favourite subject because we learn how to use new things and I get to be creative’
- ‘I am proud of everything that I have done’
- ‘I learned how to blend pencil crayons’
- ‘I wish we could do more art’

Year 5

- ‘Art helps my mental health because it makes me forget and be in the moment’
- ‘Art takes away my stress because it is so fun’
- ‘Art isn’t boring and it makes me feel better’
- ‘I am proud of my new sewing skills’
- ‘I wish we could do more art’

Year 4


- ‘I have learned how to blend with pencil and paint’
- ‘Mrs Woolley is so good at art she helps us learn new skills’
- ‘I like how art is linked to history’
- ‘I know when we do art so I get excited that morning’
- ‘Its calming, creative, joyful and makes me very happy’
- ‘We have skills lessons and we have done how to hold equipment so we get the best effects’
- ‘We learned sculpting skills this year’

Year 6

- I would like to become a professional artist.
- ‘I like that different subjects link to art’
- ‘I have acrylic painting skills now’
- ‘Art makes me feel happier – can we do more art?’
- ‘I learned what abstract art is’



Next Steps

- 
- **Aim for Artsmark Platinum**
 - **Art Ambassadors appointed**
- in school**