



Teaching Art at KJA

The teaching of Art at Kensington Junior Academy provides our pupils with opportunities to explore and become more confident in using a range of expressive artistic techniques.

The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop an enthusiasm and love of being creative.
- Become proficient in drawing, painting, sculpture and other media techniques.
- Develop an awareness of a range of artists and styles, providing opportunities to work in this style themselves.
- Use a sketchbook effectively, to creatively record, experiment and explore ideas.
- Develop critical skills to help analyse and improve their own work.

Art is taught, where possible, as part of a cross-curricula model with staff following a process model to ensure pupils become adept at *'Thinking like an Artist'*.

A Process Model for Art

#1 Study

- Study an artist or movement.
- Sketch, annotate and reflect on the process.

#2 Experiment

- Experiment in the style of an artist or movement.
- Consider media, texture, line and colour through sketching.

Think like an
Artist

#3 Practice

- Develop skills to replicate the artist or movement.
- Practice using primary & secondary colours.
- Sketch.

#4 Final

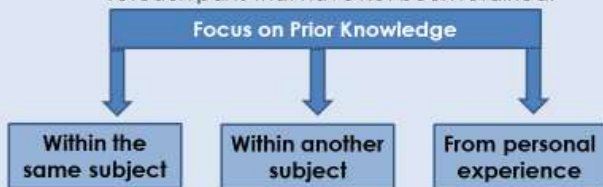
- Analyse and reflect on your final piece.
- Consider the process and improvements to be made.

In order to **'Think like an Artist'** pupils will work through four distinct areas:

Link It

Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
 - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
 - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
 - Ensure you have **rehearsed any new concepts** and checked understanding.
 - **Use talk for learning** to comprehend new concepts and vocabulary.
 - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.
Identify individuals who need additional challenge.

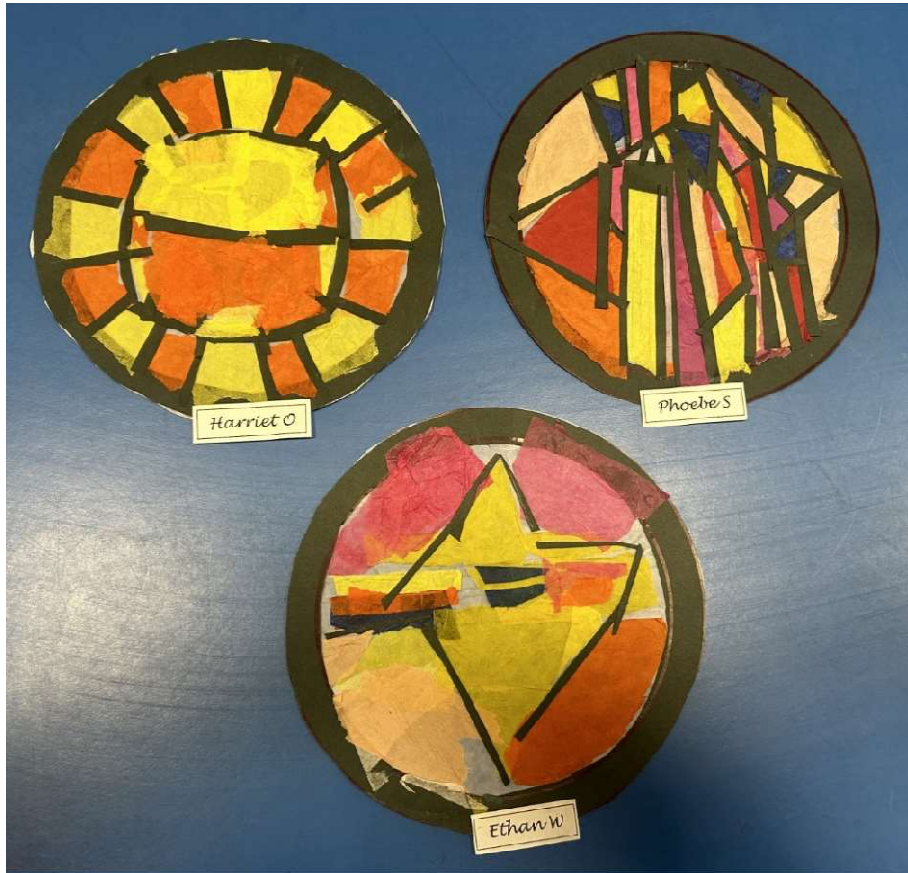
Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

Outcomes of Learning








Lesson 2 Tuesday 12th February
 What makes an artist?
 Learning Objective: To know about the life of Georgia O'Keefe.
 Success Criteria: I can...
 Explain the Georgia O'Keefe's influences.
 Make a comparison between her and other artists I know.

Georgia O'Keefe
 Born on 15th of November 1892, Georgia was an American artist who painted nature in a way it made her feel. She is best known for her paintings of flowers and desert landscapes. She played an important part in the development of modern art in America, becoming the first female artist to gain respect in New York's art world in the 1920's. In the past, women knew from a young age if they wanted to be an artist, they went to a school of art but what they painted there didn't have relevance to her style of art. In 1912, when she was 20 years old, she met the artist Arthur Dove. He introduced the importance of composition. His idea was to put it simply, give a space a governing way. Georgia soon after began to experiment with shapes, colours, and marks. In 1916, Georgia passed away at the age of 23. Her famous quotes were "she stays your working to the last stage."
 A copy photo of work



Lesson 3 Wednesday 13th February
 What makes an artist?
 Learning Objective: To practice the work of Georgia O'Keefe.
 Success Criteria: I can...
 Compare different pieces of art.
 I can compare to line, texture, and colour.
 Explain my likes and dislikes of Georgia O'Keefe's artwork.

She uses beautiful colours to express the image.
 The art is very detailed.
 The texture looks soft and delicate.

I love the light pink and the hidden yellow. It looks like a blossom garden.

The black and white makes the picture look bold and lively.
 I love how Georgia is getting down or up - art.

All the different colours really match the image.
 The style looks hard and delicate.

The picture is really detailed and matches the style.



Well done

Lesson 4 Friday 15th February
 What makes an artist?
 Learning Objective: To practice the work of Georgia O'Keefe used to create her art.
 Success Criteria: I can...
 Explain a variety of mediums to create art.
 Very colour intensity to change the depth of a painting.
 Practice skills needed for all the artwork.

Experiments

Experimental Watercolour
 Use watercolour to complete the following texture examples

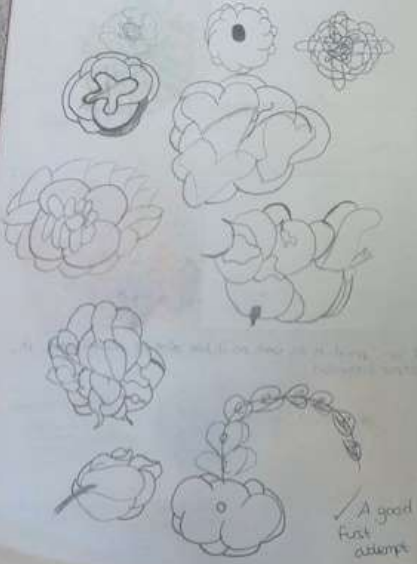
 Dry Brush	 Soft Blending	 Wash
 Long Line	 Vibrant wash with different shades	 Blending

I am proud of my work as I has alot of detail and is colour coordinated.



Now, excellent use of colour

Lesson 11 Saturday 22nd February




A good first attempt

Lesson 12 Saturday 14th February
 What makes an artist?
 Learning Objective: To practice the work of Georgia O'Keefe used to create her art.
 Success Criteria: I can...
 Explain a variety of mediums to create art.
 Experiment with sketching.
 Practice skills needed for all the artwork.

Good sketching technique

Lesson 6 Thursday 15th February
 What makes an artist?
 Learning Objective: To create a final piece of art inspired by Georgia O'Keefe.
 Success Criteria: I can...
 Analyse my final piece.
 Add detail using water colour.
 Sketch from still life.




Excellent detail using water colour

My art reflection

I created a art piece on Georgia O'Keefe. That was an artist.

I found thought the sketching was difficult as each side of the flower had to be identical or it wouldn't match.

The most useful thing to the piece was just letting it flow and mixing the colours to give my match.

I love my piece of art because it has alot of detail and different shades of colours.

I learnt that I can use my imagination to make my painting really flow. And I can use different painting methods.

Monday 28th November 2022
LO: To use different shading techniques
 Success Criteria
 I can...

- Vary the grip of my pencil
- Consider where the light and shadow is when shading
- Use a variety of different shading techniques

Discipline & Resilience

Hatching Cross-hatching Stippling
 Smooth Scribble

Tuesday 29th November 2022
LO: To allow a subject matter using a continuous line
 Success Criteria
 I can...

- draw the subject in proportion
- show the subject in one continuous line
- explain what still life artwork is

Discipline & Resilience

Wednesday 30th November 2022
LO: To consider the concepts of composition and visual relationships
 Success Criteria
 I can...

- draw the subject in proportion
- Use a variety of shading techniques in my work
- consider the relationship of light and shadow

Discipline & Resilience

Monday 5th December 2022
LO: To create a gestural drawing
 Success Criteria
 I can...

- Use four colours to develop a drawing
- Keep my hand moving and my feet moving
- Make energetic fluid marks

Discipline & Resilience

Monday 26th September 2022.
I can show different techniques using oil pastels.

Isaac

30.9.22 Edgar Degas - Ballet