

Intent

GROWTH:

We hope to develop children's skills in collage, painting, printing, making and drawing using sketchbooks. They will also learn about a range of artists and movements alongside their practical work. All children, regardless of starting point, will make progress and grow in Art.

RESILIENT:

Opportunities to trial, test, revisit and reflect are woven into the Art curriculum, meaning if we don't succeed at first, we don't give up. We develop our resilience and confidence when practising techniques and exploring in sketchbooks.

OPPORTUNITIES:

Art gives children opportunities that can be taken forward into careers within the creative, cultural, heritage and digital media industries. The subject develops creative and expressive lifelong skills that are applicable everywhere, from home and leisure to work. Children will have the opportunity to see artists and exhibitions online and where possible in person.

WONDER:

The world is full of awe and wonder. We try to make the most of our local surroundings when planning for Art and Design trips. Wonder is further developed through exhibitions from themed days or weeks which allow children to be inspired by others.

TEAM WORK:

Every child is an artist. We work together as 'Class Crits' to reflect on and discuss learning happening in the classroom. There are opportunities within Art to work as a team on collective projects.

HEAD, HEART, HANDS:

"I can..." statements at the beginning of each pathway state how the unit covers the development of children's head, heart and hands. 'Head' links to the knowledge learnt, 'heart' refers to children's attitudes and feelings towards art and 'hands' is about the application of skills.

Subject on a Page

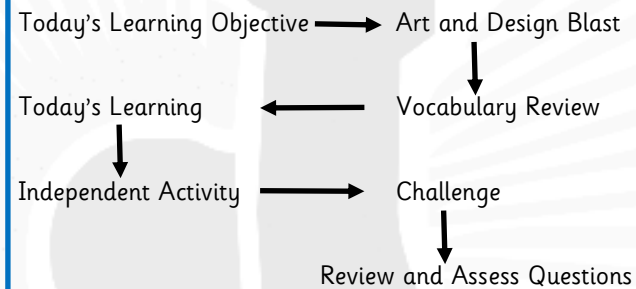
ART AND DESIGN

Implementation: Planning

A bespoke curriculum, written as a collaboration between subject leaders and class teachers, designed to meet all requirements of the National Curriculum.

We have utilised the Access Art Curriculum which enables learners to have practical opportunities to develop their curiosity and enthusiasm for the subject.

Implementation: Learning Sequence



Implementation:

Teaching and Learning Pedagogies

Each art lesson begins with a 'Blast'; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic.

Children revisit the different knowledge and skills throughout their time at Roe Farm, allowing them to build upon what they already know. Children will have regular practical opportunities to explore and divulge into the subject.

Implementation: Resources

- ⇒ Sketchbooks
- ⇒ Materials for collage, painting, printing, making and drawing
- ⇒ Virtual tours
- ⇒ Educational visits to enhance learning where appropriate

Implementation: Curriculum Links

Each year we revisit and reflect on prior learning to ensure children develop skills and knowledge so that they know and remember more.

There are several opportunities to make cross-curricular links to learning in all other subject areas; English, Maths, PSHE, History, Geography, Science and Computing, depending on the year group and unit being taught.

In each unit there is a chance to learn outside of the classroom and where visits are unable to take place virtual tours are available via Access Art.



Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning. Each classroom should display unit vocabulary where children can access it, this might not be a full display board. This may also be alternated with DT depending on the subject being taught that half term.

Children's artwork will be celebrated by being displayed in their classroom, corridors or shared learning spaces e.g. hall. There may be opportunities for children's work to be displayed for viewing by pupils and families in the form of an art gallery. Artwork may be copies from sketchbooks or final pieces from projects.

The classroom environment will be fit for purpose and prepared and resourced before the beginning of the session. A clear space is needed for both practical work as well as for reflecting, sharing and talking and resources will be of a high quality.

The learning environment will reflect our school values and both children and staff will be respectful, optimistic, enthusiastic, motivated, resilient, achievers and friendly.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning. In some situations, pupils may provide peers with feedback as part of Crit lessons. Crit lessons are a chance to appreciate what has been made, to reflect and focus thoughts and listen to feedback from others.

Sketchbooks are not marked by staff. Teachers give artwork the respect it deserves and remind children of their hard work which enables them to connect all elements of their learning.

The learning objectives for each unit are shared with children at the start and are reflected against regularly by both the teacher and child.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

Impact: Evidencing

Evidence of painting and drawing will be recorded in their sketchbooks. Where it is not appropriate to work straight into a sketchbook e.g. making or a final project, outcomes will be photographed and then displayed in sketchbooks.

Pupil reflections, knowledge and ideas may also be evidenced in sketchbooks alongside their practical skills.

Impact: Assessment

Art Blast retrieval tasks at the start of each lesson to assess prior learning and retention.

End of unit assessments of our 'I can' statements by pupil and teacher. Identifying personal challenges preventing meeting 'I can' statements.

Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment.

Recognise common strengths and weaknesses in class which may identify areas for focus or development.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT.

