

ART at Granby Juniors:

The teaching and learning of art at Granby Junior School promotes creativity, imagination and self-expression, as well as providing children with the progressive skills, knowledge and vocabulary for them to continue their learning journey.

Children will learn about great artists, and their place in history and the world. They will look at different styles of art and, learning the skills, be able to produce their own work in response.

It enables children to showcase their creativity, work independently and/or collaboratively and express their views in a variety of ways.



Inclusion:

Children of all abilities enjoy and benefit from the study of Art. Teachers are able to adapt teaching and learning to respond to the strengths and needs of all pupils enabling them to achieve. All children achieving in Art is at the forefront of our curriculum as we provide children with the opportunities to express themselves freely within their Art books/Journals.

Adaptive Art teaching focuses on the whole class while providing scaffolding or adaptation as needed. This might be differing levels of support, access to adapted resources, modelled first step examples, focused questioning etc. ND children may have additional aspects of support depending on their sensory needs. All adaptations support and/or challenge in order to provide equity of access to the same ambitious curriculum and meet our high expectations.

Safeguarding/Safety

- The school is responsible for teaching art and design in a healthy and safe environment.
- All safety issues need to be discussed with the co-ordinator and the Headteacher.
- Safety issues related to a specific task are discussed with the children before starting work
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The teaching staff are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media.

Support for staff:

- Art Lead – Caroline Rees (Temporarily)
- ILKON Connection (Currently Gemma Gwen Armes)
 - **Contact email** – gemmagwenarmes@gmail.com



'Golden Nuggets'

We would like our pupils to:



- To be able to use art books/journals effectively to record observations and thoughts.
- To be able to critique and reflect on ideas and processes.
- To feel confident using a wide range of art and design techniques incorporating colour, pattern, texture, line, shape, form and space.
- To be able to show a range of controlled sketching techniques.
- To show an understanding of great artists, architects and designers in history across a range of cultures and genders.
- To be able to show an understanding of significant art movements and to be able to identify similarities and differences.

Outdoor Learning:

The art curriculum provides the children with several opportunities for outdoor learning, for example;

Collecting natural materials/dyes, natural observational drawings, landscape comparisons, composition in nature etc

Content and Sequencing:

Content and sequencing is rooted in the National Curriculum (see also 'Planning') Clear and precise progression maps identify the declarative and procedural knowledge that is to be learnt, ensuring that our curriculum is broad and balanced, as well as building on prior learning. Learning increases in challenge across the year groups and the expectation is that all children will be able to produce good quality work in a range of styles and with a range of media.

Progression maps show 6 areas of learning:

Art 1 - Evaluating work , Art 2 - Exploring and developing ideas, Art 3 - 3D Form, Art 4 - Drawing Art 5 - Painting and colouring, Art 6 – Printing

Lessons range from learning about an artist or style of art, a skills-based sequence of activities related to that artist or art style, opportunities to be creative with the declarative and procedural learning, developing their own work and style, producing and evaluating work (both of their own and others – professional and that of their peers.

Planning

Planning is rooted in the National Curriculum. Clear and precise progression maps identify the declarative and procedural knowledge that is to be learnt, ensuring that our curriculum is broad and balance, as well as building on prior learning.

Progression maps show 6 areas of learning: (see above)

The declarative and procedural knowledge is transferred to Long Term Plans/MTP and STP accordingly.

Learning objectives may differ slightly from the progression map statement if more than one statement can be covered with a session, but success criteria will check accurate learning.

Within the 6 areas, teachers may teach any of the 5 elements: **artist knowledge**, exploring **art** knowledge and techniques, **practising** art skills, **working 'in the style of'** as well as developing children's own style, and **art appreciation** – their own and that of others. Sessions may be individual lessons each week, or may be linked for coverage needs Eg A whole afternoon to complete a three stage print.

Progress/Assessment

- Units of work sequenced so prior knowledge and concepts can be built on to ensure progression. Retrieval and 'Connect Back' will be used to assess previous learning
- Formative assessment is undertaken each session. Teachers make judgements linked directly to the learning objective. Teachers will make those assessments 'in the moment' and adapt learning as needed to ensure that children can make progress in the lesson. Planning for the next session may also be adapted if needed. These are recorded in the afternoon feedback books.
- Teachers should **not** mark directly in the book, but there **should** be feedback in books for children to read and respond to.

Teachers should use **post-it notes**, one to one or small group discussion to discuss art book/journal content. They can comment on work evaluation sheets which may be stuck into art books.

Links to other curriculum areas:

Meaningful links will be made in some cases, to other subjects, which can help to place learning in context. However, some sessions will not be linked, but will still be part of the progression mapped learning.

These links are often science or history based and enable children to explore the topic through art. For example (but not exhaustively):

Year 3 – History link – Stone Age Art Science Link – Ammonite Art and Botanical Art

Year 4 – History link – Anglo Saxon and Viking Art

Year 5 – History Link – Egyptian Art Science Link – Space Art

Year 6 – History Link – Victorians (William Morris Study) and Inuit based art