

Art at Badsley

Overall Rationale

Our art curriculum aims to inspire in children a curiosity and fascination in art, both contemporary and from the past from around the world. To ensure that our children have a breadth of understanding of art in our world. A way to enable children to meet their creative potential with varied and individual goals. Art is a unique subject and at Badsley we embrace this.

Content and Sequencing

Key disciplinary knowledge is progressive and identified in key planning documents. Core substantive knowledge is explored in all art learning journeys through exploring artists or art movements.

Meeting the needs of all Learners

Needs of the learners are considered both academically and sensory. Scaffolds are used to develop and secure understanding. Questions are used to deepen learning. Teacher modelling supports the needs of all pupils and additional support can also be given. Adaptions can be made for those with sensory aversions.

Key Concepts

All children explore progressive units that involve drawing, sculpture, textiles, collage, printing and painting.

EYFS

The key concepts are explored and developed using the EYFS curriculum.

Links to Other Subjects

The wider curriculum is used frequently as a context to develop skills within art.

English links through new subject specific vocabulary. Every unit has opportunities for reading about artists and movements.

Retrieval Practice

Knowledge, skills and vocabulary identified
Knowledge organisers used to support recall and retention
Low stakes quizzing to develop long term memory
Key concepts identified are revisited
Key ideas are investigated by considering what they are and what they are not
Links across year groups for retrieval of knowledge
sketchbooks

Assessment and Outcomes

Pupil/staff voice tells us what's going well
Gaps are identified through responses in discussions with pupils and staff, internal enquiries, end of unit assessments, assessments for learning in lessons and the outcomes of retrieval activities.
Substantive and disciplinary learning is assessed formatively and recorded to inform future learning and evaluation both for class teacher and curriculum leader.

Subject Leader Responsibility

Monitoring learning across school including deep dives, pupil/staff voice, overseeing planning, assessment tracking, informal discussions with staff.
Communication on findings with SLT
Re-evaluating as a team – may adapt future learning in light of findings