



## How do we identify the starting points of our students?

- Induction data-KS2 data
- Baseline assessments
- Regular assessment and marking highlights individual gaps.
- Prior Knowledge
- Use of EHCP'S and targeted support.

## What should pupils be able to do at the end of this sequence/topic/key stage?

- By the end of the Key Stage, we want our pupils to be able to:
- **Produce creative work**, exploring their ideas and recording their experiences
  - **Become proficient in drawing**, painting, sculpture and other art, craft and design techniques
  - **Evaluate and analyse creative works** using the language of art, craft and design
  - **Know all about great artists, craft makers and designers**, and understand the historical and cultural development of their art forms.

## How do we assess and track progress?

- Use of Evidence for learning
- Termly Summative Assessment
- Self-assessment opportunities through units of work
- Marking grids
- Work at KS3 is marked and assessed every four weeks within Art & Design in line with the Schools Marking Policy.
- Termly RAP meetings

## What do we want pupils to learn?

- Students should develop knowledge of **Practical, Theoretical and Disciplinary Skills**.
- **Practical**-Methods, techniques, media, materials, technical language, formal elements and principals of art.
- **Theoretical**: Design movements, genres, themes, designers and design, including context and significance.
- **Disciplinary**: How experts have expressed quality and value throughout history.

## What key threads flow through our curriculum?

### The four key threads within art are:

- **Generating Ideas**
  - Learning to develop a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- **Making**
  - Learning to use a range of techniques and media, including painting
  - Learning to increase their proficiency in the handling of different materials.
- **Evaluating**
  - Learning to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work.
- **Knowledge and Understanding**
  - Learning about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## How we uncover and respond to gaps in knowledge?

- Wherever possible, give students targeted questions that cover the missed material or identified knowledge gaps.
- We make constant use of informal assessment to highlight and address individual gaps
- We also use:
  - Support from in-school tutors and specialists.
  - Quizzes and questionnaires.
  - Exit Tickets and Self-Reflection
  - Buddy Systems
  - Adapt SOW to ensure gaps filled.

## How do we adapt our content to help our students know more?

- We use graphic organisers and task breakdown sheets and overlays.
- Differentiated work.
- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Providing exemplars or WAGOLLS – 'what a good one looks like. ...e.g., Basic Better Best
- Highlighting and emboldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli.

## How do we promote reading?

- Reading for Information.
- Independent reading and reading for pleasure.
- Reading aloud.
- Researching both Historical and Contemporary Designers and Artists and encouraging students to read about them.
- Use of dictionaries and Thesaurus to learn new words and meanings
- Artist fact sheets that can be read by students.
- Keywords and word walls displayed within the classroom.
- Knowledge organisers

## How do we deepen knowledge?

- Revisiting prior learning
- Providing opportunities to access higher pathways.
- Through modelling skills sets and showing examples.
- Through differentiation.
- By recalling information
- By apply knowledge concepts and skills
- Through the use strategic thinking
- Through the use extended thinking skills

## What we do to make sure students retain knowledge?

- Use of retrospective starters which test knowledge of previously covered learning, and plenaries to help students consolidate the knowledge, skills and understanding that they have developed during the lesson,
- We use Schemes of Work and long-term plans for information to be revisited.
- We also use the Teaching and Learning sequence of **Acquire, Construct and Apply**.
- Use of the **Acquire** phase sees teacher led imparting of new knowledge and skills
- Students then use what they have learned to **construct** models.
- Finally, students use feedback to **apply** what they have learned to an independent task.

### We also develop retention of knowledge through:

- Teaching and Learning
- Encouraging independent reading.
- Audiovisual methods using visual aids and various technical means.
- Step-by-step demonstrations by teacher
- Group discussions Q&A Sessions
- Practiced by doing
- Training others
- Visits and Workshops.