

Sholing Junior School



'Achieving Together'



ART

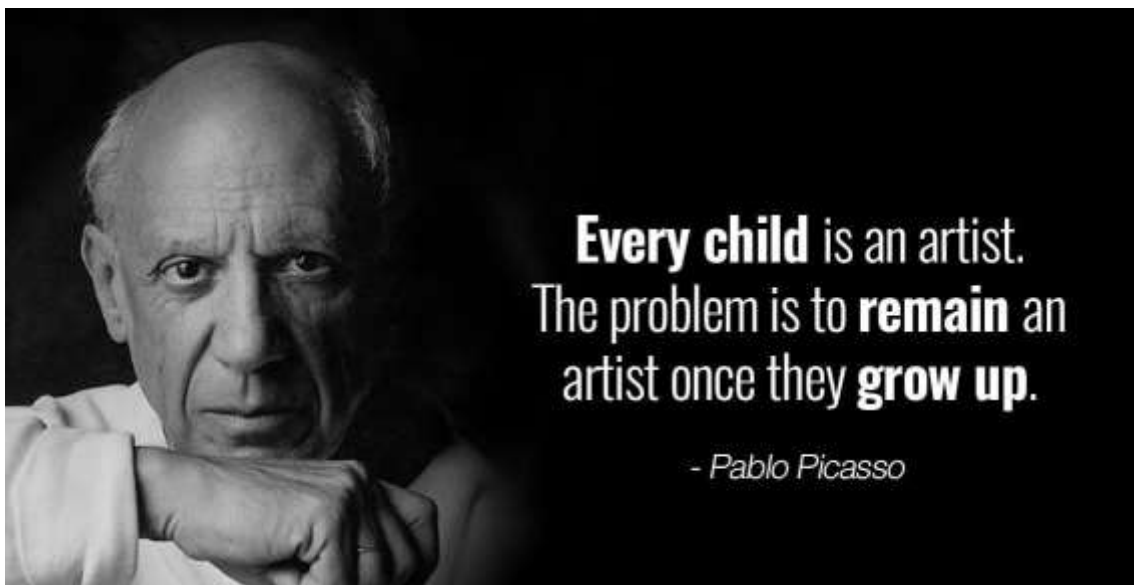
Toria Warr

Primary ART Curriculum 2014:

Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Intent Statement

At Sholing Junior School art forms an important part of the curriculum. We believe art education stimulates creativity and imagination and is a vital part to create a broad and balanced curriculum. We aim to develop high-quality art that children can relate to; which inspires and challenges them. We equip them with the knowledge and skills to experiment and have the opportunity to practise and produce their own individual piece of art/craft. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. Throughout the Key Stage, they will get an insight into how art both reflects and shaped our history, and contributes to the culture, creativity and wealth of our nation. In Art, children will have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay and wire.



Our Aims

Sholing Junior School ensures that the Art curriculum:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design technique
- evaluate and analyse creative works using the language of art.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Ensure clear progression is evident and planned for, using specific software to support these outcomes.
- Exceed the requirements of the National Curriculum Programmes of Study for Art.

At Sholing Junior School, our Art curriculum is composed of 6 parts:

Children are taught to:

Draw and Paint

- use a range of mediums and papers to draw from real life and in the style of other artists.

Collage

- create texture from detailed collage to create art work.

Sculpture

- use wire and clay to form art work linked to curriculum topics and famous artists.

Printing

- build printing skills throughout the children's school career to progress from mono prints through to 3 colour printing using tiles. **ICT**
- where appropriate, incorporate ICT within the curriculum to explore and create art in new ways.

Fabric

- Use a variety of sewing methods to create 2D layered and sewn work.

Our Strategies

At Sholing Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in Art by providing:

Activities that support inclusion. All learners will have the opportunity to develop their ART capability. Gifted and able learners to be provided with valuable extension opportunities that evaluate the use of ART for different purposes.

Key skills and key knowledge for ART have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in Art; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study, building on prior knowledge and skills.

Through a variety of fun and engaging lessons the children develop their skills in each area of art, year on year. The art is often linked to core and foundation subjects with artist studies placed throughout their learning that give them a deeper look into the 'world of an artist'. The aim is to allow them the freedom to grow creatively from the starting points and encourage art to be part of their lives and even a career prospect.

Our ART Subject Leader

Art at Sholing is led by Toria Warr. She will:

- Seek to enthuse pupils and staff about Art and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of Art.
- Manage and develop all resources for Art.
- Monitor and evaluate Art throughout the school, ensuring continuity and progression.
- Keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities.
- Provide opportunities for our gifted and talented pupils to participate in Art activities both in and out of school.
- Continue to promote and raise the profile of Art throughout the school.

Assessment, Record Keeping and Reporting: In order to ensure continuity, progression and high standards of achievement in Art, assessment for every child will include:

- Ongoing formative assessment through observations and dialogue with children – to form basis for individual targets / 'next steps'
- A summative assessment of each child's progress in Art over the year will be provided in their end of year report.
- Summative assessments of each child at the end of each unit to ensure that planning is accessible and accurately pitched.
- A portfolio of work will be collated to see the progress of Art over the time in school and ensure units are completed accurately.

SEN, Pupil premium & Greater depth in Art at SJS At Sholing Junior School we aim to:

- provide any additional resources to support children with SEN to ensure an inclusive approach to the subject;
- support and extend children through the use of technologies and adult support;
- deepen children's knowledge by asking non-routine questions within the topic of focus and providing high-level questioning for the children to explore;
- set tasks which will allow children to work at a greater depth to their peers with greater independence and ownership of tasks.

Our Success Criteria: We expect 90% of our children to attain standards in line with or above those stated in the NC end of key stage age related expectations