



ART & DESIGN – INTENT

At Busbridge Junior we plan for a creative & engaging Art curriculum where children are able to express themselves and develop a love of Art & Design. Pupils are exposed to a broad range of different medium and artists and to think critically and form an opinion of art and artists, including their own work.

As they progress through each year group, they will develop techniques building on prior knowledge and skills and have opportunity to apply these creatively. Our curriculum allows opportunity for convergent and divergent elements (closed and open).

Planning is influenced by cognitive science, which allows for spaced and sequenced learning. Lessons teach skills, knowledge and vocabulary. We know that the steps learnt and taken along the way, are just as important as the final piece of work. It is a journey. Planning is adapted accordingly to ensure SEND pupils are provided for.

IMPLEMENTATION

All year groups plan art and design using the curriculum progression map, with support from the subject leader if needed. Teachers lead discussions and model skills to pupils. All children and teachers have sketch books. Pupils have opportunities to discuss and critique each others work in order to develop it further. Self-assessments encourage pupils to reflect on skills they have learnt and how they can apply these in future.

Tasks are broken down into chunks, and step by step guides where needed. Video clips are available to support pupils and staff. Units of work provide opportunities to practice and experiment

Lessons are planned so pupils can practise skills in sketch books. Sketch books show steps the children are learning, and shows the path they are making towards a final piece. There may be photos of final pieces. Some books will show children self and peer assessing their work. There will be evidence of some annotated work and artist research. Lessons are engaging and often cross curricular. For example – Year 6 Ancient Egyptian masks, Y5 Greek clay pots y4 Viking long ships y3 Stone Age – cave painting, chalk pictures, Stonehenge, hill forts. Children are able to articulate what they are learning, and give an opinion



on the artist (and their work) they are learning about. Work is displayed, which incorporates the skills children have been learning and progress across the school

Teachers are supported by the Art leader – through discussion of planning , and adapting planning to suit their learners .Art staff meetings are used for time for teachers to explore ways of teaching skills for example focus on mark making and using different media , time to ask questions . The school is a member of Access Art – all teachers have an individual log in .This is a super resource and supports staff in teaching skills, creative ideas etc

The profile of art is maintained through cross curricular opportunities and whole school events for example double day , feel good Friday , Art clubs , work displayed at Godalming train station , assemblies , entering national competitions ,artist of the month which is shared with parents in the newsletter and displayed in the school hall.

There are CPD opportunities for the Art leader and teachers alike.

IMPACT

Pupils' Sketchbooks show clear progression of skills and techniques taught in addition to their own interpretation of those skills and artists influence in their own work.

Regular monitoring is carried out including: pupil voice, work scrutiny, successes and feedback from double day, talking to staff, learning walks and drop ins. Monitoring of SEND children achievements. Displays.

The children are assessed continually throughout the year, with the teacher giving feedback verbally in the lesson and giving next steps. Teachers modelling conversation. Pupils critique their own work and their peers, making suggestions of how they can improve . Skills are assessed at the end of a unit – and then reviewed by class teacher and Art leader and then acted on accordingly. These are shared with parents in the end of year report.