

What Art looks like at Claybrooke & Dunton Bassett Primaries



This is our philosophy:

"Every child is an artist." Pablo Picasso



What Art Lessons look like in our school:

The chart below highlights four key areas in an art lesson and details what might be happening in school:

<p>Teachers who...</p> <ul style="list-style-type: none"> • have a strong, connected understanding of the material being taught. • plan engaging activities in art and design that build on the children's prior learning and experiences. • give children of all abilities the opportunity to develop their skills, knowledge and understanding. • plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. • display children's work proudly throughout the school for other pupils, staff and visitors to enjoy. • organise whole-school art days. • provide opportunities to attend after school art and craft clubs. • encourage entry into local and national art competitions. • involve parents and the wider school and local community in collaborative art projects, including fundraising projects. 	<p>Children who...</p> <ul style="list-style-type: none"> • engage and are confident. • demonstrate learning behaviours (R2R) • can use partner talk or group talk to help them • are willing to take risks and challenge themselves • can choose appropriate equipment, • practise skills and explore through experimentation • are brave and individual in their choices • appreciate their own and others' work • can use appropriate and specific vocabulary to describe their own and other artists' work. • have a knowledge of great artists, craft makers and designers and understand the historical and cultural development of their art form.
<p>Support Staff who..</p> <ul style="list-style-type: none"> • are pro-active • take the initiative • are well-directed • prepare resources for teaching • clarify instructions for targeted children 1:1 • lead a group in the classroom 	<p>Resources being used might include...</p> <ul style="list-style-type: none"> • sketch books • example images of artwork • information text eg books • range of media eg paint, pastels • sculpture material eg clay

This is how we use intervention:

- Small group additional teacher support for reteach of identified areas from termly grids on specified children.
- Quick response intervention (reteach in books), following marking/ assessments with identified children.
- Pre-teaching to specific groups of children.

This is how we challenge the gifted and talented artists:

- Provide more time if needed to complete work
- Allow experimentation and use of own ideas, without judgement
- Encourage deeper investigation of how artistic ideas and techniques can be manipulated and developed.

This is what we do:

- Our art curriculum supports the aims and objectives of National Curriculum 2014.
- Skills and knowledge progress using the 2-Years rolling Curriculum Map, formulated in line with the new Knowledge Based Curriculum.
- The Art Curriculum is relevant to the children in its links with the wider curriculum as well as the history and geography of the local area.
- Communication to parents is given regularly (Art Days, 'Coffee, Cake and Catch Up Art activity sessions, Facebook/Twitter/Newsletter posts and information about art happening within school)
- Raised profile of Art through Art Days and activities eg annual Library Art Day.

This is how we know how well our pupils are doing:

- Regular book scrutiny, learning walks, pupil interviews
- Teacher assessment
- Feedback
- Targeted use of TAs for targeted individuals or groups.
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who can talk about their own and others' artwork making links and comparisons between art that has been created by themselves and their peers.
- Children have a developing understanding of the work or a range of artists, craft makers and designers.
- Children understand how to use a range of materials and media creatively to design and make products and develop this as they move through the school.