



ART ON A PAGE

Subject Leader: Mrs Thompson

Book Expectations

- Journaling approach is preferred for the majority of recording. This should be in Topic Books
- A brown sticker should be displayed to indicate Art work.
- Date and LO is recorded on the unit cover which is stuck in the front of the book.
- A range of activities should be used to record learning e.g. demonstration of key skills (photos or small pieces, pictures of artwork being studied), final piece (photocopy) – original to go in record achievement.
- Sketchbooks to record key skills

Lesson Structure (incl. planning)

- Use high quality planning - Kapow
- Use appropriate and skill specific equipment and media for the unit being taught. (e.g. watercolour brushes, sketch pencils)
- Recap and recall should be used at the start of each lesson which should also include revisiting key skills and knowledge.
- Key vocabulary should be discussed and used.
- Children are exposed to a range of artwork and artists and lesson delivery should promote 'botheredness'.
- Children are taught to clean and tidy resources at the end of each lesson
- Lessons sequence to teach specific, small steps to build up children's artistic skillset

Assessment

- We use iTrack to record summative assessment data.
- Subject leaders will carry out a book look and pupil voice to check understanding.
- Children can talk about the skills they have used
- Children respond to artwork using questions and can say what they like/dislike
- Children can self and peer-evaluate, recognising elements of success and areas of improvement
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Adaptive Strategies

- Opportunities to demonstrate skills, knowledge and understanding in different ways
- Scaffolding - eg templates, incorporating photos as part of children's work
- Mixed ability partners & talking partners for ideas and evaluation
- Clear objectives and vocabulary referred to throughout lessons (and displayed)
- Visual aids and tactile resources/ useful apps where appropriate
- 1:1/small group support provided by TA (in year groups with TA support)

Enrichment

- Trips to support learning outside the classroom (e.g. Yorkshire Sculpture Park, Creswell Crags, Art Galleries)
- Opportunities to take art outside (pleinair)
- Visitors into school e.g. Artists
- Linked Art activities – cross curricular.
- Exploring different cultures through artwork.

Display/Working Walls/Resources

Not always necessary to have an art display but if one is up it should have the following:

- Linked books within class libraries, fiction and non-fiction
- Picture of key artist's work and their name.
- Key vocabulary displayed
- Examples of children's work displayed at the end of a unit