

Art and Design – How is Art and Design taught at SJS?

This document is to outline how Art & Design is taught at SJS. This has been created from looking at our bespoke SJS Art & Design continuum document (leader made art scheme for SJS) used across the school and best practice in the subject of Art & Design in the National Curriculum. Sessions/ Lessons might cross over into more than one week and might be adapted due to the topic for each year group. In this document are examples of best practice in Art & Design across SJS school, in order to give staff ideas for future lessons and projects. Copies of this artwork work can be found in the curriculum folders.

Art & Design Bespoke scheme at SJS:

At SJS staff use a bespoke leader written scheme linked to our whole school termly topics / wider curriculum areas. The essential elements of primary art in the National Curriculum are delivered when teaching this framework. Following a comprehensive curriculum redesign all the key art objectives and targets are woven into a framework planning document for the subject. This planning needs to be in place in all teachers' art projects / art unit planning, to ensure children's learning is genuinely art and design based in nature. The framework is consistent with the National Curriculum requirements for Art & Design (NC14) and should be applied whenever children are learning about art at SJS.

- **Topic/ Unit of Work /Artist Study**– children should have a clear idea of who they are studying in art, be it artist, craftsperson, sculptor, printer, jeweller, photographer, graffiti artist, painter, architect, designer, textile maker, etc...
- **Purpose/Genre** – Children should know what art period or genre of art they are learning about. They should also be taught which time period or era / art movement their studies are part of.
- **Art Vocabulary** – Children should be able to use their knowledge organisers in art to learn, understand, remember, use and apply the relevant art vocabulary.
- **Observation of artwork , artist or style to inspire** – when working on their art topic /unit of work children need to look at a range of art, craft, products, photographs, images, items, artwork, etc to draw, reproduce and inspire them. They should make notes about the artist/art movement and use critical thinking about the artwork/movement.
- **Skills Development** – when engaged in a unit of work there should be a clear focus and point of teaching around the art skills needed to achieve success. Online tutorials and clear, focused teaching of those art skills, using the art skills progression documents for SJS from Y3 to Y6 should ensure continuity and progression. We need progression through the skills and not repetition. Eg printing in Y6 should look very different in Y3 to Y6. Drawing skills in Y6 should look markedly different to that in Y3.

Build-up of ideas, sketchbook work and Final piece – children should use their skills plus their own imagination and creativity to build up to, prepare for and finally create / make an end of unit final piece of art.

Art Unit lesson sequence – can be delivered ‘out of order’ and dipped in/out of to suit children’s needs if necessary.

Session one: Introduction to the topic/project. Knowledge based learning about the area of art & design being studied. Use of art Knowledge Organiser. Look at vocabulary.

Sessions two/three: Investigate and evaluate a range of existing artwork / artists that are part of wider existing art culture. Observing and drawing the range of work and images produced by the artist(s) / makers being studied. Complete any further **research about artists/designers/makers and craftspeople.**

Create mood board pages / Double Page spreads (Take Care but scrapbook style) see examples.

Session four/five: Focused skills teaching: children are **taught specific art skills** and **technical knowledge linked to the art skills** needed for the project ahead e.g. drawing human form and body studies for work linked to Picasso and figure drawing and a study on the human image in paintings.

Sessions six: Final Piece: The build up of skills, note making about artists, techniques, any further art preparation work, their own sketches, their own mood boards, image collections and creation / production of their own (art unit and artist inspired) final art piece.

Session seven: Evaluate: Ideally evaluate own and others’ final art pieces and artwork ideas; hold class galleries and mini walk around exhibitions. Self and peer assess. Teacher add post it notes for final comments. No marking in sketchbooks – a personal journey.