



# SIR JOHN SHERBROOKE

## ART

### Intent

At Sir John Sherbrooke Junior School the Art and Design Curriculum is designed to facilitate children in being confident in thinking innovatively and developing creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials, ensuring they are responsible for taking care of these.

Children learn the skills of:

- Drawing
- Painting
- Printing
- 3D form

When learning these skills, they are also given the opportunity to develop their curiosity by exploring and evaluating different ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

It is paramount that artwork be purposeful. Be this as a means of expression or to explore the styles of other artists that inspire our own work.

In Art, we aim for our children to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful and why some may not be.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

### Implementation

In ensuring high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Wherever possible, Art is taught as part of a topic, focusing on knowledge and skills stated in the National Curriculum. This enables teachers to create cross-curricular links, giving meaningful context to the children's learning.

Art sessions/lessons might cross over into more than one week and might be adapted due to the topic for each year group.

At SJS we 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.

**Topic / Unit of Work / Artist Study** – children have a clear idea of who they are studying in art, be it an artist, craftsman, sculptor, printer, jeweller, photographer, graffiti artist, painter, architect, textile maker etc.

**Purpose/ Genre** – Children know what art period or genre of art they are learning about. They are taught which time period or era/ art movement their studies are part of.

**Art Vocabulary** – Children are able to use their knowledge organisers in art to learn, understand, remember, use and apply the relevant art vocabulary.

**Observation or 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 etc. to draw, reproduce and inspire them.

**Skills development** – there is a clear focus and point of teaching around the art skills needed to achieve success. Clear, focused teaching of those art skills, using the art skills progression documents for SJS ensure continuity and progression.

**Build-up of ideas, sketchbook work and final piece** – children use their skills, plus their own imagination and creativity, to build up to, prepare for and finally create a final piece of art.

### Sequence of Learning:

Session 1 – Introduction to the topic/ project.

Sessions 2 / 3 – Investigate and evaluate a range of existing artwork / artists. Research artists/ designers etc.

Sessions 4 / 5 – Focused skills teaching – specific art skills and technical knowledge linked to the art skills.

Session 6 – Final piece

Session 7 – Evaluate – evaluate own and others' final art pieces.

As with all of our lessons, every child is planned for and lessons are differentiated appropriately including lessons for children with SEND who will be access the same content where possible through differentiated activities and resources if needed.

### Impact

At Sir John Sherbrooke Junior School we want our art curriculum to impact the way our children appreciate the World around them and all it has to offer. Our hope is that their enthusiasm and engagement in Art is something they will continue to find importance in as they leave us for secondary school and beyond.

Teachers assess children's development in Art by making on-going observations, questioning and discussion during lessons. Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's progression in their knowledge and skills. They are then used to inform planning and support future learning to close and gaps as they revisit skills and knowledge via the spiral curriculum. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.