

Art at Great Moor Junior School



Intent

At Great Moor Junior School, we value Art and Design as an important part of the children's broad and varied curriculum. We follow the National Curriculum guidelines to ensure Art and Design allows the children to express their thoughts and feeling creatively, as well as understand and develop their skills and ideas. To ensure we do this we discuss the basis of art theory- line, shape, texture, form, space, colour and pattern. We also give the children a wide variety of activities and experiences within drawing, painting, printing, sculpture and textiles. We are aware that children may excel in some areas within Art more than others. For example, a child may be skilful at sculpture but less proficient with painting, so it is important we give them every opportunity for success. The children's knowledge and skills are developed during the four years that they are with us. All year groups use sketchbooks to record ideas, explore new skills, produce informative and creative research as well as including inspirational materials and photographs of finished pieces. A high quality Art education should inspire, engage and challenge pupils to reach their full potential. At Great Moor Junior School, we strive to equip them with skills to explore, experiment and create their own works of art. Children are encouraged to think critically and analyse art to understand the wider world. They should know that art impacts culture and can shape history.

The curriculum for Art aims to ensure are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

Implementation

The Art curriculum is led by Jessica Campbell, who will monitor, review and celebrate good practice.

- The Art programmes will follow the National Curriculum guidelines
- Art modules will have a variety of cross curricular links to deepen children's understanding.
- Art theory will be taught and methods of working will be scaffolded by class teachers.
- Children will be taught a variety of skills within their module topic. These may include drawing, painting, printing sculpture, animation or textiles.
- A variety of diverse artists will be taught to ensure the children have a knowledge of art history as well as modern, working artists.
- Children will be taught about the cultural and historical impact artists have on communities and societies.
- Creative expression and exploration will be encouraged in art lessons.
- Progression of skills and ideas will be documented in sketchbooks.
- Evaluation, analysis and reflection of artist, peer and children's' own work will be conducted to deepen children's critical thinking skills.
- Work will be shared with peers to ensure that all children's work is celebrated.
- The Art Subject leader will attend training courses and feedback to all staff members.
- The Art subject leader will provide each year group with an example sketchbook to support staff and children.

Impact

- Children will have a stronger awareness of the world around them and be aware of how artists have helped to shape the world today.
- Assessments used at the end of each module topic will allow teachers to adapt future to ensure children are challenged appropriately.
- Enjoyment of the Art curriculum will promote creativity, achievement, exploration and reflection.
- Children will feel safe to learn new things and experiment ideas. The children will understand that mistakes help them to progress their work.
- All work will be celebrated and children will not feel self-conscious that their work isn't always 'perfect.'
- Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to be creative, make decisions, self-reflect, make connections and become lifelong learners.