

Jerry Clay Academy



Art Guidance

Updated September 2022



Intent

At Jerry Clay Academy, we believe that Art should permeate throughout our progressive & responsive curriculum as an ethos; allowing children to develop holistically. We work using a philosophy of the seven JCA learning traits which we apply to everything we do. We believe in developing children to become creative, risk-taking individuals; allowing them time to understand risk and explore their ideas. Every child from Year 1 to 6 has a sketch book which they use as their learning journey in Art, showcasing their knowledge and skills in the subject. The teaching staff, together with pupils, have developed an ethos where learning journeys are constantly evaluated and reflected upon step-by-step in order to reach a beautiful end product (a final piece). Our end products and learning journeys are often showcased on displays and alongside published writing where they can be celebrated by peers, parents and visitors to the Academy. Over the course of their Art journey at Jerry Clay Academy, pupils will develop their skills across several different domains of art – this will be progressive according to year group. As well as this, pupils will develop their knowledge of key artists, periods of art and how arts links to, and affects, the wider world and their lives.

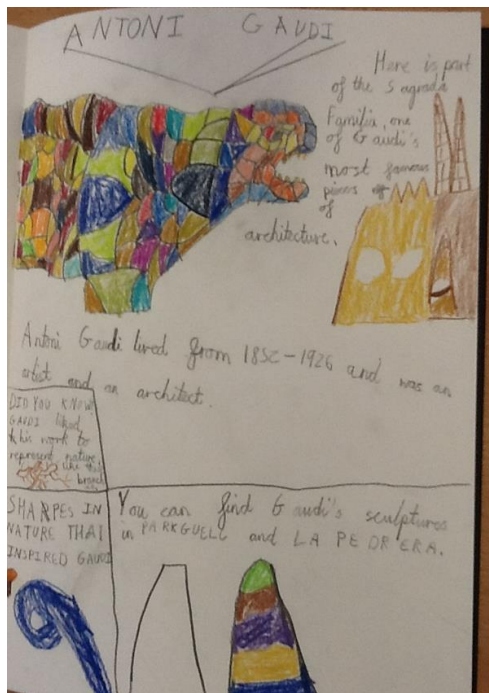


Implementation

Curriculum Content Provision for Art

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Planning

Class teachers are responsible for the planning and delivery of Art lessons. Teachers are expected to plan backwards from one intended end product (final piece), building upon the necessary skills over a block of time (a half term) so that pupils become familiar with the process of experimentation and skills development. Pupils understand what a quality end product will be like through exposure to, and analysis of, a focus artist and WAGOLL examples.

Over time, pupils should be encouraged to compare and link the work of different artists (known and new), through their exposure to different artists. Sketchbooks are personal records of learning journeys, showing knowledge, skills, vocabulary development and constant evaluation of the process/learning journey.

Resources

Art resources are stored in the cupboards outside the hall and the drawers outside the staff room. Additional storage is within the porch areas and under the sinks. It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe. The Art Leader will audit resources and ensure a broad provision is maintained. Staff are to advise the Art Leader of specific resource needs for their next unit of work in advance (when submitting Medium Term Planning) so that resources are in good stock and relevant to the needs of the project.

Professional development and staffing needs are audited regularly through a staff questionnaire & mapped out throughout subject knowledge, 3 year professional plan.

Jerry Clay Academy Progression of knowledge & Skills in Art has been developed and demonstrates the success criteria which the teacher will assess through continuous observation or through specific assessment activities. These cover main strands of Art and Design e.g. painting, 3D form, texture that

should be covered in each year group. Teachers and pupils will complete ongoing assessment for the particular strand/domain taught. Pupils' sketchbooks are their personal learning journeys of progression throughout a particular strand of work, finalising towards an end product which may not be in a sketch book. Teachers are encouraged to take photographs to record evidence of end products and these will be evaluated by the pupils. Progress & achievements in Art is reported annually to parents alongside other curriculum subjects.

Monitoring

Art is monitored as part of the JCA monitoring cycle. The Subject Leader evaluates planning (long, medium and short term) and will observe lessons through regular drop ins and carry out book studies with pupils across the school to ascertain their depth of learning. Regular scrutiny of sketchbooks is completed to assess progression through the school and within the individual's own learning journey. When appropriate, it is also possible that the Art Subject Leader will seek the support and advice of a specialist to evaluate particular areas of the curriculum.



At Jerry Clay Academy, children have access to a range of extra-curricular clubs which allow them to develop their skills in Art. This includes both after school clubs and organised lunch time activities. Subject specialists lead these as well as teachers or teaching assistants. In addition, the school's Junior Leadership team take small lunch time groups depending on demand. These include activities in Art, Music, Musical Theatre and Dance and are available to all children across school.

Links With Other Agencies

These include:

- Participation in local sports with the Outwood Together cluster of schools
- Visits, and liaison with, outdoor education centres and agencies.
- Communication with local art galleries/sculpture park.

- Working with Arts Mark and local Bridge Organisation Creative Leeds

Staff Training

- The Art Leader will have access to specific training to support and develop their role.
- All staff will be encouraged to develop their CPD in-house through observing good teaching in the subject and joint planning.
- The academy is visited by a specialist Arts teacher who assists staff with planning and teaching as necessary.
- Staff INSET time for training will be given e.g., assessment procedures, planning processes, knowledge of art

Strategies to support children with SEN

At Jerry Clay Academy, in Art, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards or picture prompts.
- Videos to introduce new concepts and vocabulary learning.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in Art and Design.
- Pupils will be given specific opportunities by adults to practise specific skills and techniques that are barriers to learning, this may be with altered or larger equipment or materials
- Visual aids and concrete examples will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. This may be verbal.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording e.g. evaluation or a particular artists' style.

Impact

Through monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in Art and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Through implementing the key steps identified in the Action Plan, Art should be taught to a high-quality, encouraging pupils to strive to be creative and risk-taking. Pupils should be confident in talking about their knowledge, skills and understanding in the subject. Art should be taught each term, focusing on developing skills in the specific strand of Art, linked to their theme as appropriate. Pupils should be able to discuss how their learning links to prior learning and the input of Art on our world today.



In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils' enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.