

Graduated Response to Art

Termly attendance at CPD networks to keep up-to-date with developments in subject area.

Regular book looks, pupil voice and learning walks combined with shared planning across year groups to ensure consistency and quality.

Weekly Art club held by subject lead

Individual Support

Individual targeted support from class teacher and TA. Use of frames or adhesives (e.g., masking tape) that hold work in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control. Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media. Movement breaks where necessary. Pre-teaching planned to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place.

Art Gallery visits and artwork displayed in school.

Targeted Provision

Word banks provided for key vocabulary. Sentence stems and sentences starters provided to aid discussion and written response to an artists work. Targeted support from class teacher and TA. Teacher prepared models are shared with the class. A variety of media is provided to experiment with for example, when drawing, a chunkier graphite pencil may be offered as well as a 2B sketching pencil. Each lesson is planned in advance to consider points where learners may struggle and allow for adult guidance accordingly.

Universal offer

The teaching of Art offers a progression of knowledge and key skills. A wide variety of areas are covered including: drawing, painting, printing, 3D form, textiles and collage. All art topics follow the same planning sequence. Each topic begins with analysis of an artists' work before moving on to practical experimentation and design. The children use this experimentation and practice to refine their choices for their final piece of work. Each topic is completed with an evaluation of the skills learnt, such as peer or self- assessment. This learning journey is captured in their sketch books and the children are given the freedom to choose how they present their work. Key vocabulary is developed in class discussion and word banks are provided to support all learners. Art lessons are planned to be engaging and to build fine motor skills for all children. For example, learners will enjoy and benefit from using malleable media such as clay. Children are given time to look back through their sketchbook to make connections to what they already know.