Assessment:

* It is intended that staff will have a thorough knowledge of and can talk about which children in their class are working towards, expected or exceeding in relation to the national curriculum. This knowledge will be gained through conversations with the children and watching them during the creative process.
* MTPs will be annotated
* Photographs on Tapestry and will inform discussions with other staff during moderation.
* Sketch book evidence.
* Skills progression grids completed for 3 children in each class 2 times a year. Overall assessment grid completed per unit of work.
* School big books.

Subject on a page: Art

Lead: Mrs A Leighton

Governor: Mr T Birkett

Planning:

* Use skills progression documents alongside a range of internet resources(ACCESSArt) and own ideas/ planning to devise medium term plans.
* Whole school LTP,
* Whole school artist overview.
* Class MTPs for each unit of work.
* Short term planning in preferred format e.g powerpoint/ paper based.
* Includes the key skills relevant to the unit of work.
* Explicitly states the subject specific vocabulary the children will be taught.

Pupil voice:

* Encouraged to respond emotionally to the their art and that of others.
* Supported to say what they are pleased with and later, what was not as successful.
* Freedom to deviate from the set task when appropriate and if the same skills are being developed e.g directed drawing sessions may take into account what the children would like to learn to draw or children.
* Ownership of their sketch books.
* Pupil interviews by the subject leader.

Teaching:

* revisit prior learning
* Explore and discuss the work of famous artists in relation to the unit of work. This can be a whole class discussion/ warm-up or take up an entire lesson.
* Teacher modelling or demonstration of the skill/ technique. Finished products/ works should be prepared in advance if possible.
* Staff should use a sketch book of their own to demonstrate these.
* Staff will talk through what they are doing using subject specific vocabulary.
* Children have the opportunity to build skills as a class or in guided groups as well as a chance to apply independently either in that lesson or as part of a subsequent one.
* Staff will model and support children to evaluate their work- in terms of the quality as well as comparing it to that of famous artists and others in the class. They may use a sentence bank to do this.
* Staff will model and support children in responding emotionally and expressing likes/ dislikes in relation to their artwork.

Books

* Cover page for each unit of work to include a topic title and relevant Artists, as well as some key language if appropriate ( may be created by the children).
* Short date for each lesson.
* Work should be annotated with evaluative comments by the child and other children/ adults where appropriate. These should be done on post-its when done by others in order to maintain the child’s ownership of their work.