



Lowerhouse Junior School



Art

Our Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at Lowerhouse Junior School. When planning and delivering lessons, teachers give attention to our values of **Aspiration, Integrity, Resilience** and **Respect** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading

The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading

Purpose of Study





A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scaled are shaped, interconnected and shaped over time.

Purpose of Study




Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

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 understand the historical and cultural development of their art forms.

Key stage 2 Pupils should be taught:

-  to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be 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] about great artists, architects and designers in hi

Intent

Art is an inspiring, and practical subject. Art encourages children to learn to think and perform creatively to express emotions and truths at a human level. It has a body of knowledge and a vocabulary which can be applied and developed through their primary, secondary & tertiary subjects and into their adult lives.

We encourage children to use their creativity and imagination, to cultivate ideas and concepts which will progress their understanding of how their work may be developed through an artistic process. The curriculum is developmental, building of previously learnt skills and knowledge, year by year. By developing and mastering a range of techniques, using a variety of media, they can refine their finished products to allow them to communicate to an audience. The children are also given opportunities to reflect upon and draw inspiration from the greatest artists and artisans from history, learning both the appreciation of the aesthetic, as well as techniques and artistic processes.

We aim to, wherever possible, link work to other disciplines such as mathematics, English, science, music and design technology.

Implementation

The introduction of consistent practice, such as the use of sketch books, will provide pupils with a developmental journey through the four years.

In order to address the different levels of confidence, following the allocation of art topics within the new annual curriculum plan, a review of teacher confidence will be taken and from these, termly cpd sessions planned to address gaps and areas of lower confidence.

Impact

Pupils will make good progress from their own personal starting points. Pupils will be able to talk about their art development using their sketch books, particularly from Y3 to Y6.

The development of an evidence profile portfolio, taking copies of expected and above for each year group, will provide both evidence of progression in the subject, plus it will act as a resource for teachers to use in the future to support their assessment.