



Saint Joseph's Catholic Voluntary
Academy

How we teach Art Technology at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

**Vision:
Intention,
Implementation,
Impact**

Intent:

The intent of our Art curriculum at Saint Joseph's is to provide our pupils with a broad and balanced education that nurtures their creativity, imagination, and self-expression. We believe that Art plays a crucial role in developing children's emotional intelligence, critical thinking skills, and cultural awareness. Our aim is to foster a love for Art and inspire our pupils to become confident and independent artists. Through our Art curriculum, we strive to ensure that every child, regardless of their background or ability, has the opportunity to excel and achieve their full artistic potential.

Implementation:

Curriculum Design and Sequencing

Our Art curriculum is designed to cover a wide range of artistic techniques, mediums, and styles, ensuring a comprehensive and progressive learning journey for our pupils. We have carefully sequenced the curriculum to scaffold skills, knowledge, and understanding as children progress through each year group.

High-Quality Teaching and Learning

Our teaching staff are knowledgeable, passionate, and skilled in delivering outstanding Art lessons. They provide clear learning objectives and success criteria, enabling pupils to understand what they will be learning and how they can succeed. Lessons are planned with a balance between teacher-led instruction, collaborative work, and independent exploration. We encourage pupils to experiment, take risks, and develop their own artistic style.

Access to a Wide Range of Art Materials and Resources

To facilitate meaningful learning experiences, we ensure that our pupils have access to a wide range of art materials and resources. This includes traditional art supplies such as paints, brushes, and sketchbooks, as well as digital tools and equipment for exploring digital art. We regularly refresh our resources to maintain their quality and relevance to the curriculum.

Impact:

Pupil Progress and Attainment

Our consistent focus on high-quality teaching and learning in Art has shown significant impact on our pupils' progress and attainment. Through regular assessments and formative feedback, we track individual achievements and identify areas for further development. Pupil work is celebrated through displays, exhibitions, and online platforms, promoting a sense of pride and motivation to excel.

Engagement, Well-being, and Cultural Awareness

Engaging in Art fosters a sense of enjoyment, curiosity, and well-being among our pupils. By providing opportunities for self-expression and creativity, we create a positive and inclusive environment where every child can thrive. Our Art curriculum also promotes cultural awareness by exploring diverse art traditions and artists from different times and places, broadening pupils' horizons and nurturing their appreciation for cultural diversity.

	<p>Transferable Skills and Personal Development</p> <p>Art education provides our pupils with a range of transferable skills that benefit them across all areas of the curriculum and beyond. Through Art, pupils develop critical thinking, problem-solving, and communication skills. They also gain resilience, perseverance, and an ability to learn from mistakes. These skills contribute to their personal development and future success as confident, adaptable, and creative individuals.</p>								
<p>Medium Term Planning: Steps in books</p>	<p>We follow a blocked curriculum which includes the National Curriculum. To facilitate teaching and learning, we have an Art sticky knowledge document that outlines the knowledge taught in each topic.</p> <p>This document is accompanied by a mapping of key vocabulary, which works alongside the sticky knowledge document.</p> <p>Given the mixed-year classes in our school, we have two cycles: Cycle A and Cycle B. These cycles alternate each year to ensure full coverage in both Key Stage 1 and Key Stage 2.</p> <p>Cycle A;</p> <table><tr><td>Drawing: Self-portrait Food technology: Healthy Sandwich</td><td>Mechanisms: Pop-up toy</td><td>Painting: Colour mixing Textiles: Join by glue</td><td>Sculpture: Recycled materials Structures: Swing - axle</td></tr></table> <p>Cycle B:</p> <table><tr><td>Drawing: Oil pastels Food technology: Afternoon Tea</td><td>Mechanisms: Lever</td><td>Painting: Pointillism Textiles: Running stitch</td><td>Sculpture: Coiled clay pot Structures: Tall and stable</td></tr></table>	Drawing: Self-portrait Food technology: Healthy Sandwich	Mechanisms: Pop-up toy	Painting: Colour mixing Textiles: Join by glue	Sculpture: Recycled materials Structures: Swing - axle	Drawing: Oil pastels Food technology: Afternoon Tea	Mechanisms: Lever	Painting: Pointillism Textiles: Running stitch	Sculpture: Coiled clay pot Structures: Tall and stable
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<p>Lesson Approach Weekly Planning Adapted Learning</p>	<p>Art is taught through three main topics: drawing, painting, and sculpture. To ensure a comprehensive approach, each topic is planned in six stages: link it, research it (artist and genre), develop specific technique, create it and evaluate it.</p> <p>For each topic, we provide a knowledge organiser that includes a key question, the key vocabulary, and the sticky knowledge. In Key Stage 1 and Lower Key Stage 2, these knowledge organisers are displayed on working walls, and they are referred to when something new is taught or during space learning sessions.</p> <p>In Upper Key Stage 2, students use these knowledge organisers in their books and make annotations to highlight the key knowledge taught.</p> <p>Overall, this approach helps our students develop a strong foundation in Art.</p>								
<p>Prior Learning/Recap</p>	<p>To start the lesson, there should be a recap of prior learning.</p> <p>We have a spaced learning Long Term Plan which allows children to revisit prior learning and embed their understanding of topics from previous years, as well as taught in their current year.</p>								
<p>Key Vocabulary</p>	<p>The vocabulary for each topic is identified on the medium-term plan and vocabulary document. This should be added to the working wall and displayed on the lesson slides.</p>								

<p>Assessment</p>	<p>Assessment for learning</p> <p>Children's assessment in Art is ongoing throughout the topic. Children are assessed against the sticky knowledge for that topic of work and given a grading of 1-4, in line with the St Ralph Sherwin Catholic Multi Academy Trust Assessment Framework.</p> <ol style="list-style-type: none"> 1- Means that a child is remembering all elements of the sticky knowledge and is applying it across Art lessons and the rest of the curriculum where appropriate. 2- Means a child is remembering most elements of the sticky knowledge and is applying most of their learning across Art and the rest of the curriculum where appropriate. 3- Means a child is struggling to remember much of the sticky knowledge and is not applying what they have learnt in their Art lessons and across other areas of the curriculum. 4- Means a child is unable to remember and apply the sticky knowledge. They may be struggling to access the learning and will need to have an adapted curriculum. <p>Live marking also forms part of assessment in Art. Staff, give verbal feedback to all pupils during the lesson where possible. Staff use a yellow highlighter for elements which need pupils to revisit. Green highlighter identifies successful elements which link to the learning outcome.</p> <p>Sticky knowledge is assessed through 'spaced learning' sessions. 'Do Now' activities have been created to match the curriculum sticky knowledge. Teachers follow a Spaced Learning medium term plan to assess key knowledge and vocabulary. This can be recorded in 'Spaced Learning' books.</p> <p>In addition to this a teacher is continuously assessing sticky knowledge through all lessons and assesses against Insight objectives.</p>
<p>How do we cater for all pupils?</p>	<p>At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement. We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.</p> <p>Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach. This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity. Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention.</p>

	<p>It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.</p> <p><u>Working Walls</u></p> <p>Working walls are an important feature in our classrooms that help support children's learning. They are interactive displays that show current topics, vocabulary, key learning points, and examples of children's work. These walls are updated regularly so that pupils can use them as a reference during lessons, helping them to remember what they have learned and apply it to new tasks. By making learning visible and accessible, working walls encourage independence, build confidence, and help children stay engaged with their learning journey.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.</p> <p>A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support.</p> <p>Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.</p> <p>Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.</p>
<p>Homework</p>	<p><u>Homework</u></p> <p>Art homework may be given as part of the end of term project, completed over half term.</p>