



Godalming Junior School

Subject: The Arts (Art and DT)	Report prepared by: Emma Smith
<i>Our curriculum intent for Art and DT at GJS</i>	
<ul style="list-style-type: none"> At Godalming Junior School, we endeavour to expose children to a wide range of artists, designers and creators so that they are then able to produce their own work in the style of different artists. We also aim for children to be able to identify 'art' in the real world and know that each piece is unique and purposeful. We review our curriculum regularly and consult evidence-based research to further enhance the work we do in this area to ensure the curriculum offer at GJS is broad, ambitious and bespoke to our setting. The two subjects, Art and DT, are split into different areas of focus. Art focusses on: drawing, painting, printing, textiles, 3D and sculpture, collage and digital media. Generic art skills are applied and present in each unit of work. Whereas DT, is broken into Design, Make, Evaluate as well as ensuring year groups have at least 1 cooking unit per year. To ensure there is a clear and appropriate progression of knowledge and skills throughout the children's time at GJS, we have developed a progression of skills outlining how each of the skills are developed and how children can demonstrate their understanding of the National Curriculum requirements. The Arts has a dedicated '10Richment' Week where each year group focuses on a different element of 'The Arts' - music, art, drama or dance. Children here can express their work through different styles; this also allows for all children to access this learning in a way that they feel confident in. At the end of this 10Richment Week, we have our annual Talent Show where children who have successfully auditioned are able to perform to the rest of the school in a competition. This often exposes new talents and allows children to express themselves in different ways (dancing, singing, comedy, magic, etc.) As well as this, over the course of the year we sometimes include stand-alone Art sessions that may link with one of our 10Richment Weeks. This contributes significantly to the children's SMSC development at GJS. Our DT units allow children to engage in hands-on and practical activities. We range from working with wood and saws, to saucepans and chopping, to levers and hinges. These are skills that many children may not have experienced before and it gives them the chance to learn real-life skills and apply them in a variety of situations. For the past 5 years, we have had a regular (biennial) visitor who leads a wire workshop to every child in the school - children get to cut, create and make a wire 'object' that they can take home with them → this has been in line with our 10Richment 'Remembrance Week'. At GJS, we aspire to be a 'language rich' school and in order to achieve this within The Arts, every child has many opportunities to share their thoughts on their own, renowned artists' and their peer's work. At the beginning of Art and DT lessons, children engage in 'starter activities'. This could include being given an image of a piece of artwork, sculpture, textile, and they have to analyse the piece focussing around 4 key questions: <ul style="list-style-type: none"> > What would you name it? > When do you think it was made? > What type of work is it? > How does it make you feel? <p>This has allowed the children to broaden their subject specific vocabulary, their understanding of artwork and their ability to share their own thoughts.</p>	
<i>How we implement the Art and DT curriculum at GJS</i>	
<ul style="list-style-type: none"> Art is taught for a full afternoon (2 hours) to ensure there is plenty of time to fully immerse the children into 'being artists' and complete practical tasks. DT is often carried out as a 'make' day as this allows the children to have time to explore the practical side of their activity. They will have had a 'design' lesson prior and time to 'evaluate' afterwards. Cooking is also set aside to a day. The class teachers plan these sessions with support and guidance from the subject lead. This model also benefits the children by allowing them to carefully focus on and experience each stage of the exploring, designing, creating and then evaluating process within DT units. Teachers use the progression of skills, knowledge and enquiry document to plan and review their units in order to ensure that children are developing the correct skills at an appropriate place. These are also referred to each year, to allow the children to understand what existing skills they need to build upon. 	
<i>The impact of our Art and DT curriculum at GJS</i>	
<ul style="list-style-type: none"> Pupil voice shows that children enjoy Art and DT as 'a way to express themselves'. One of our 10Richment Weeks (Arts Week) gives each year group an element of The Arts - a week thoroughly enjoyed by all children. Staff continuously find up-to-date artwork to share with the children, as well as researching a range of other styles to ensure children are exposed to a range of work. Planning is adapted each year to ensure the skills are being developed and built on effectively (✓BOLT✓), providing clear pathways of the children's learning journey through the school. Children are always encouraged to add their 'own style' to their work to express their thoughts and feelings 'in the style of' a particular artist. Feedback is always given verbally, whether that be from their peers or teachers. It is also very important for children to share their own thoughts about their work and we give time to reflect on this at the end of lessons. 	

- As a staff, we created a ‘body map’ of what an ‘End of Year 6 Artist/Designer’ would look like. We make every effort to ensure children have been exposed to all skills and knowledge throughout their time at Godalming Junior School and, therefore, are ‘secondary ready’ by the time they leave us.
- Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Review 2024-25

Intent	Implementation	Costs	Actual Impact
(Your objectives)	(Actions)		(review of success criteria)
<i>To share a clear progression of skills for cooking.</i>	Each year group to have a clear outline of what they are to be teaching in their cooking lessons. Progression of skills written - it now needs to be shared with all staff so they can see the skills that need to be met and those that already have.	PRT	<i>A robust, coherent and staged Progression of Skills document is in place for DT and specifically cooking.</i>

Action Plan for 2025-26

Intent	Implementation	Costs	Projected Impact
(Your objectives)	(Actions)		(success criteria)
<i>To identify ways to incorporate more use of the kitchen/cooking space for more children over the course of the year</i>	To create a staff role who can support across all year groups in offering more regular sessions. careful planning of how to implement the delivery across all year groups, so the sessions are meaningful and not a “conveyor belt” of tasks.	PRT	<i>More regular sessions of cooking will develop all the children’s confidence, ability, knowledge and joy of cooking.</i>

