



At Priestley, Greater Depth is all about giving the children the opportunity to 'master' their understanding of key concepts and ideas. So, when we talk about Greater Depth, we are talking about mastery of an objective, topic or subject

Greater Depth Artists

Will show:

- **Independence** – Apply the skills and knowledge without the recall of the teacher.
- **Fluency**– Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding. Pay particular attention to detail, preciseness of implementation of media, a secure understanding of the evaluating process and next steps.
- **Application** – Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum – e.g. when designing a Greek mosaic in History.
- **Consistency** – Consistently use their skills, knowledge and understanding.
- **Link It** – Organise ideas to make connections with other areas of learning and new ideas. Making links to prior learning and other subjects e.g. history, understanding background content for reasons that made some artists so famous.
- **Re-visit It** – Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
- **Explain It** – Able to explain their understanding to others and perhaps be a learning buddy to others. Be able to explain how to apply skills using a broad range of tools and media. Be passionate about their work and reflect confidently in their explanations about skills applied, artists encountered, methods employed and choices of media used.

As teachers we will...

- Provide opportunities by offering a range of resources and materials.
- Question, and challenge will be differentiated and open ended to extend thinking.

Greater Depth Learners in Art will demonstrate fine detail and precision in their artwork. They will express emotions through art and be able to explain their artwork intellectually as well as critically at great length. Children will demonstrate their ability practically using a variety of media types (paints, chalks, sketching, sculpting etc.).



At Priestley, we believe children with SEND are those that have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

SEND Artists

Will be able to:

- explore and achieve in line with their peers through being able to access a range of purposeful activities tailored to individual need.

As teachers we will...

- always set suitable learning challenges.
- choose objectives for pupils with SEN and/or disabilities that may be different from those of the rest of the group or modify the curriculum to remove barriers so all pupils meet the same objectives.
- constantly review any possible environmental barriers to achievement such as sound, light & seating plans.
- show an awareness of pupils preferred learning styles
 - when teaching - visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video
 - for recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.
 - to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.