



Subject Overview Report: Art & Design

Mrs King



Curriculum Intent and Aims

At Settle Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

We aim to:

- To provide children with a broad and balanced experience in all areas of the Arts.
- To provide opportunity for children to explore why art is relevant to all our lives.
- To encourage children to feel entitled to develop their creativity and understand their place in the world as a creative, confident being. To provide a safe place to experiment creatively.
- Provide opportunities to explore and develop ideas.
- To investigate and make art, craft and design and learn to evaluate and develop their work.
- To learn about a diverse range of artists, craftspeople and designers of different times and cultures and localities.
- To understand 'what is the purpose of art?' and understand how it connects us with our past and helps us embrace the present.

Planning and Resources

From September 2022, we will be adopting the AccessArt curriculum, which is in line with the National Curriculum and the new EYFS framework. The AccessArt curriculum is knowledge-rich, and pupils will learn a wide range of skills, developing understanding and showing a progression in skills. The Art lead is currently developing a new progression document, which will reflect the new AccessArt curriculum and year group topics and local influences. The progression document will allow children to build on and revisit key knowledge and skills each year. The AccessArt curriculum focuses on the 'journey' of learning not just a finished piece of art- allowing children to grow into confident, creative decision makers. This 'journey' will be evidenced by regular sketch book work.

The Art cupboard has been reorganised and staff can now access resources easily. Art resources will be replenished and new resources ordered to take into account the new AccessArt curriculum.

Lesson Structure/Key Elements

- The lesson structure/time for art may vary, depending upon the project. The average should be approximately 1 hour per week to allow for development in skills. (teachers may use their professional judgement and allow flexibility).

- Sketch books will be used to develop ideas and techniques and show the creative 'journey'. Photographs of final pieces to be added to the sketch book.
- Children will reflect on their work and work of a variety of artists in their sketch books.
- Children are taught either as individuals, in groups or whole class, depending on task. Knowledge and skills can be 'class taught' at the start of the lesson and then encouraged on an individual / group basis throughout the lesson but children should be allowed freedom to experiment with techniques and mediums.
- Equal opportunities are provided regardless of ability or gender. Children with special educational needs receive support from the class teacher or teaching assistant and relevant adaptations of resources/equipment or tools are made.
- Lessons/ MTP to include substantive and implicit knowledge. Lessons will be progressive and build self-knowledge confidence; nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.
- Learning is built through a weaving and layering and revisiting of experiences. Skills do not need to be taught in a particular order.

Marking

Feedback is given often and is oral within a lesson. No adults are to write in children's sketch books. Pupil voice moderation confirmed that children particularly liked the fact that there was no 'teacher marking' in their books and it made them feel 'free'.

Assessment

There are no national standards in Primary Art and Design. Assessment and feedback to children must be gentle and on-going based upon lots of conversations to discover intention and understanding as well as looking at outcomes of the journey and end result. Creativity can be fragile!

Current Strengths

- Introduced use of sketch books in a CPD staff meeting in January 2022. All children have a sketch book and it forms the main part of their creative journey.
- Baseline sketching assessments have taken place to monitor progression.
- The introduction of AccessArt and the development of a new progression document.
- The new curriculum is up to date with the new EYFS framework but a further update to take place in September.
- Tidy and organised art cupboard and ordered resources for new curriculum
- Portrait project linked to the Queen's Jubilee encouraged teachers to use different resources and mediums. Planning and resources were planned by the Art lead. Several displays were constructed around school using the artwork. Links to cultural capital and British Values.
- Children completed 'advent' artwork for the Settle Carlisle Railway and this was displayed on their social media account and displayed in the station.
- We have linked up with Settle College to create 'flower pot' designs to be displayed around the town for the summer Flower pot Festival. This was a great opportunity to link with the college and interact with the community to show off our 3-D artwork. Year 5 & 6 visited the college and then the college came into our school to support the younger year groups make their flower pot designs.
- Moderation of sketch books has taken place.
- Pupil voice confirmed that art is a valued subject with the children and all year groups felt 'happy and clam' when doing art.
- Pupil voice evidence showed that art links with mental health and well-being sessions.

Areas for Development:

- To further develop the use of sketch books and provide CPD.
- To embed the new AccessArt curriculum and make bespoke to our school.

- To encourage weekly art lessons.
- To allocate a diverse selection of artists and local artists.

How are we ensuring continuity and consistency across year groups?

- A new school progression document has been written for September 2022 and outlines progression from EYFS-Y6. This covers 'pathways' where knowledge and skills can be developed and revisited.
- EYFS has separate section on the progression document in line with the new EYFS framework.
- Art lead has carried out moderation of work.(see file)
- Art lead has conducted pupil voice sessions with KS2 & KS1
- AccessArt provides progression of knowledge and skills (substantive and implicit) and also ensures coverage and links with the new progression document.

Enrichment Opportunities

Annual Art week with art gallery.

Flowerpot festival.

Action Plan

<u>Targets for 2021-22</u>	<u>Evaluation of Targets 2021-22</u>
To further consider and develop the ideas of Knowledge organisers for each class.	Discussed at a staff meeting and decided that they were not suitable for art.
To create an Art gallery on the website and to have a system in place where teachers can share and celebrate the creations of the children	Reconsider after school website has been redesigned.
To continue to monitor the subject by looking at sketchbooks and medium term plans to ensure the curriculum is being fully covered.	Moderation completed- further development needed. Pupil and staff voice collected.
<u>Targets for 2022/23</u>	<u>Evaluation of Targets 2022/23</u>
To continue to develop the use of sketch books in lessons. Provide CPD as necessary.	
To finalise the new progression document with local links bespoke to our school and area.	
To implement the new AccessArt curriculum across all year groups. Monitor impact and success.	
To provide enrichment opportunities.	
To monitor the progression of skills & knowledge by collecting a portfolio of work.	