



Subject Report 2023-2024

Subject	Art and Design	Report prepared by	Ella Faul
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Overview of the year:

This year the focus has been evolving and refining the curriculum by updating the skills progression maps, mid-term plans and creating key documents such as knowledge organisers to ensure there is a strong curriculum in place and that teachers feel secure in teaching the subject and children feel excited and passionate about their learning in Art and Design.

3 key messages of the year:

- The creation, implementation and promotion of the use of knowledge organisers for each topic within each year group.
- Adaptations and refinement current mid term plans and curriculum documents to ensure they are updated, relevant, creative and high quality.
- The continued promotion of the initiative to showcase children's ability through art galleries, competitions and hook days.

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge Primary School, we believe that the creativity of art and design is an integral part to a child's education and development. The intent for Art and Design at our school is to provide pupils with high quality exciting lessons, which result in a range of skills and knowledge in the subject and relating topics. The Art and Design curriculum is intended to provide the pupils with an opportunity to express their own ideas and creativity, whilst also teaching them about different artists and mediums.

'Every Child is an Artist' – Pablo Picasso

We intend for children to leave The Cambridge with memorable experiences, which have underpinned their understanding and proficiency in drawing, painting, sculpture, colour, textiles, and knowledge. The progressive and engaging curriculum enables children to develop the required skills, knowledge and vocabulary needed for effective learning, leading them to using their skills in other subjects and make cross-curricular links such as sketching historic artefacts, re-creating famous landmarks or painting in the style of a famous artist.

In Art and Design, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none">• Evaluate and analyse a range of artists and their creative work, using the language of Art.• To be proficient in a range of art and design techniques.• To plan, design, create and evaluate their work choosing appropriate materials, tools and techniques.• To think critically about their own work and the work of others.• To be able to reflect and communicate their ideas about their own work and the work of others.• The confidence to explore and express pupils individuality and ideas through Art and Design.	<p>A Cambridge pupil has a good understanding and knowledge of a range of artists. They are curious about art and design and use this curiosity to further their learning through asking questions and experimenting within the subject. Pupils are able plan and evaluate independently and collaboratively, taking ownership over their work. Pupils are proud of themselves and others abilities and achievements. Pupils have a positive attitude towards Art, they are confident in exploring the subject and expressing their thoughts and ideas in a brave and innovative way. Pupils can work independently and collaboratively using a range of tools and techniques, which they enjoy, pupils can justify their choices and reflect on their own work.</p>

Implementation

Art and Design is taught as a skill-based curriculum, Art is taught through the study of a range of inspirational artists linked to their focus topics. The aim is to ensure children develop secure skills, knowledge and understanding of the seven elements of Art through skill specific lessons. Art and Design lessons are taught once a week for an hour across KS1 and KS2 with 'Art Afternoons' often used as part of hook days or themed weeks. Within EYFS the children are given daily opportunities to access Art and Design through the indoor and outdoor continuous provision with an adult directed task and a focused skill taking place once a week. Lessons follow a cycle, starting with a research-based lesson followed by skill specific lessons which are built on and practiced each week, before creating a final piece. This cycle is implemented through the planning and teaching which provides opportunities for pupils to gain new knowledge, skills, practice, and focus on artist studies and evaluations. Art journals are used to record newly learnt techniques, practice new skills, draft pieces of work and includes pictures of their final pieces. Final pieces are displayed in each year groups Art Galleries around the school. Pupil conferencing is carried out on an informal basis during learning walks by the Art Subject Leader to gauge pupils opinions about the teaching of Art and

the content covered. Art journals are monitored on a termly basis by the Subject Leader to ensure curriculum coverage. Classroom and corridor displays are photographed to allow for collation of evidence.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Features of a portrait	Painting and Drawing	Collage	Painting and Drawing	Junk Modelling	Printing and Weaving
Y1	Painting			Weaving		Printing
Y2		Sketching		Watercolours and Silhouettes		Land Art Painting
Y3	Painting		Mosaics		Collage / Watercolours	
Y4	Sculpture		Self Portraits		Patchwork / sewing	
Y5		Painting and Printing	Portraits and Self Portraits			TBC

Rationale for curriculum organisation:

There is an expectation that a minimum of one hour per week of Art will be completed each half term, Art is taught whole-class in mixed ability groups, KAGAN is used as part of the research element in the lesson cycle. To supplement the planning or 'dive deeper' into a specific skill hook days are used for mini projects and practice. Where possible, skills and knowledge are interwoven into other subjects during the half term, further connecting and embedding the learning. The Art and design curriculum is progressive with skills being introduced and developed as the children move up the school, throughout their learning they work towards developing the Cambridge Learning Characteristics and qualities that a Cambridge pupil is expected to leave with, these BICO characteristics are linked to each lesson on the midterm plan.

What have you done to ensure that every skill is covered?

To ensure that every skill is covered the subject lead has reviewed and updated the skills progression document and planning, as part of the monitoring process. Using my own knowledge, research and the National Curriculum I have pulled all the skills together and distributed them to appropriate year groups, ensuring that the skills are developed and built on, as children move up the years. The Mid Term plans are updated after each term upon check ins with teachers, the skills progression documents highlights when each skill is being taught, this is regularly reviewed.

Impact

Teachers see children's progress in Art and Design using formative assessment. The use of verbal feedback, book looks, self-assessment, peer assessment, teacher judgment and rag rating are used to assess the skills and knowledge being taught. During each lesson pupils are aware of the specific skill being taught as it is highlighted by the teacher and referred to without, the knowledge being gained is displayed via the knowledge organisers in the children's journals which the children reflect on and rag rate at the end of each lesson. Pupil's voice is embedded into lessons as they are encouraged to reflect, critique and give feedback on their own work and the work of others. Teachers give verbal feedback continuously in lessons and work which demonstrates the skills taught is displayed in each year groups Art Galleries.

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?

Within Art and Design, assessment is carried out using verbal feedback, questioning, teacher judgement and self-assessment pupils are encouraged to reflect on their work in relation to the objective as the lesson cycle goes on. Assessment of the children's work is ongoing to check understanding and ensure that progress is being made. The knowledge and skill organisers provide a clear expectation of what children should be able to know and do at the end of a unit. Practical lessons provide hands-on, kinaesthetic learning, ensuring concrete understanding. All lessons are recorded in Art Journals, some lessons are taught directly into their books, larger pieces of work are photographed and pictures are put in their Art journals with an explanation of what has been learnt. For older children this is written by themselves. In the Early Years Foundation Stage, pupils are assessed against the Early Years

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

The subject lead has researched upper KS2 curriculums to gain more knowledge and ideas about purposeful and exciting projects that could be implemented into our own curriculum and that matches the skills progression document. CPD training has been completed on National College which have focused on building a KS2 curriculum and leading Art and Design effectively. The subject lead has reviewed all curriculum documents following this to ensure they are the most accurate and up to date. The subject lead has also taken part in a learning walk with the governors to showcase Art and Design is taught across the school.

<p>Framework, Development Matters and Birth to 5. Using teacher judgment, photos, videos and taught lessons pupils are awarded ELG or working towards in Expressive Art and Design, some of this evidence is uploaded to Tapestry for parents to view.</p>	
<p>What Performance Information is monitored? What are the 3 questions you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>Progress in Art is good and each year children are developing their knowledge and skills. Mid term plans and curriculum documents have been edited and updated along with the introduction of knowledge organisers. This is contributing towards higher quality teaching and learning and more confident teachers. Progress of children is evident within their Art Journals in KS1 and KS2 and via tapestry and windscreens in the EYFS.</p> <p>Monitoring in art has taken place through:</p> <ul style="list-style-type: none"> • Book looks • Reviewing and updating of Planning and progression documents • Staff verbal check ins • Staff Voice Survey • Pupil conferencing • Learning Walks • Governor Art morning where I alongside the governors reflect on Art across the school. <p>For Art in the future, I would like to consider the following key questions:</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Are teachers confident in assessing the children's knowledge and skills in Art and Design? • Are children using the taught vocabulary within lessons to discuss their learning? • Are children with additional needs accessing lessons and achieving in Art and Design? 	<p><u>Fundamental British Values</u> Pupils are taught the British values across the curriculum. In Art pupils are taught about a range of artists from different cultures and backgrounds, they are taught elements of art history, demonstrating tolerance. Pupils are democratic in their thinking as they discuss a range of works and take into account the views of others. Children will demonstrate rule of law as they undertake safe practices and follow criteria for each project. The pupils will have opportunities to develop and demonstrate individual liberty as they make their own choices when producing work in Art and Design. Pupils are encouraged and shown how to have mutual respect when commenting and discussing each other's work, when working in group projects and when giving reviews.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> All learning at The Cambridge is linked to our learning characteristics; these are written on our midterm plans and lesson slides and are discussed throughout each lesson. In Art and Design, pupils are able work collaboratively to plan and evaluate their work and the work of others. Pupils are given opportunities and to take ownership over their work and this is actively encouraged. Pupils are confident in exploring the subject and expressing their thoughts and ideas in a brave and innovative way.</p> <p><u>Opportunities for Personal Development</u> As part of career clubs, we continued the 'Amazing Artists club which has been offered to key stages across the year. This club has been very popular running on a Thursday afternoon with over 30 children attending. Within this club the focus is creativity, individuality and making Art fun. Children explore all sorts of art across the term including, painting, drawing, sculpture and collage. Due to the success of this club, it would be worth creating another Art based club on another day so more children can attend across the school.</p>
<p>What have we done in 2023?</p>	
<p>Implementation</p>	<p>Impact</p>
<p>Replenished and Renewed resources</p>	<p>By restocking the Art room with shared resources this helps increase storage space in classrooms and provides a central shared area for every year to access. Purchasing resources linked directly to topics to ensure all skills can be covered effectively, this will make it much easier to deliver lessons and teach all required skills from the progression maps. As well as this year group specific resources have been purchased and kept in the necessary classes to ensure that all resources are readily available for year group specific learning.</p>

Refine the Curriculum	Reviewing and refining the curriculum ensures that high quality teaching and learning is taking place. We have planned different things this year and it is important to review their effectiveness and success. Topics may also change or need to be adapted to suit the next year, therefore, planning should be changed to suit this. Using Staff and Pupil feedback will support the refining of the curriculum.
Year 5 Curriculum	As a subject lead I started putting together the Year 5 curriculum and thinking about the skills and knowledge that would need to be covered. I spoke to the Year 5 team to gain an understanding of their topics and generated ideas.
What is the action plan for 2024?	
Implementation	Impact
To complete knowledge organisers for each year group and term.	These are a tool used to layout the knowledge being taught within each year group, linked to each topic, skill and prior learning. The organisers give teachers a clear resource to use when planning and assessing and highlights the knowledge the children should be gaining in Art each year. They are a brilliant tool for children to use to rate themselves against the knowledge being taught. Giving them responsibility over their learning.
To create a formative assessment sheet linked to each topic.	This will improve the accuracy of teacher assessment and provide teachers with a concrete source of assessment for Art and Design. It will also benefit the subject lead to see a overview of each classes progress, this will help when reviewing the curriculum.
Year 5 & 6 Curriculum	Refining the year 5 curriculum and gaining feedback from the team ensures a consistent approach to high quality teaching and learning. It ensures all necessary skills are being covered effectively. Beginning the Year 6 curriculum will ensure that all lessons and MTPS are prepared and resources ordered in preparation, reducing the year 6 teachers' workload in the future.
Make links with local secondary schools	To liaise with local schools to share /acquire knowledge of any opportunities, visits or potential guests to further inspire the children and expose them to art outside of their current setting.
Replenish and Renew resources	Purchasing resources to supplement the Year 5 and 6 curriculum and replenish commonly used items such as card and paint. Year 5 and 6 will have a focus on textiles, different painting types (oil, acrylic, watercolour), sculptures and ceramics and these resources will be needed across the year groups. By continuing to build up a bank of resources which can be drawn upon, will be beneficial as we could then incorporate art into other areas of the curriculum, through clubs, whole school projects and competitions as well as providing more opportunities for SEND children to access the art room. By building this bank of resources, we can use art in more ways across the school and still ensure that enough resources are available to cover mandatory lessons.
Printing, Outdoor Creative Area	Purchasing resources to create an outdoor creative area to be used as part of lessons, break times and lunchtimes is a great way to promote the subject and boost children's creative ability. Having an area dedicated to the subject gives children freedom to explore their creativity in their own time and provides more opportunities to practice key skills. Open ended resources on the playground and field area will give children from all years more purposeful play at lunchtimes and allow children to explore their own creativity in a responsible way, the resources can also be incorporated into lessons that involve outdoor exploration, scavenger hunts, research projects and land art. Resources like the ones pictured below could be used across the curriculum for example, drawing plans in Science and Geography when working outside on lessons such as habitats and the local areas. Within the Early Years, art is promoted outside as a way of connecting with

nature, teaching children about the world around them and encouraging them to observe their immediate environments, this could be continued up the school through opportunities to access art at break and lunchtimes. The previous addition of chalkboards outside were popular with all ages, therefore having more areas or a larger dedicated area would be well used and benefited from.

Cosy – ArtMark house £679



TTS – Outdoor Sitdown Easel £669



TTS – Tree Chalkboards x3 £99

