

Art and Design Subject Report 2019 – 2020

Culture: Art and Design at the heart of our curriculum

We aim to inspire children about creative industries and careers that exist, empowering children to pursue creative challenges

Curriculum: Intent, Implementation, Impact

Intent:

Across the school, pupils will be exposed to a broad range of different kinds of arts, craft and design. They should be able to think critically about art and design, including their own. Through gaining knowledge of famous artists, they should develop an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation, exploring famous artists, architects and designers. As they progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. Fundamental skills such as drawing, sketching, use of shape and colour and imagination are built upon with each new topic so that pupils feel confident to apply these independently as they move through the school. In art and design lessons, pupils are taught how to design and draw, using research and sketches as aides, use a variety of materials, evaluate their art and build their knowledge.

Implementation

In all year groups, a teacher will plan art and design using the year group overview. Teachers lead discussions and model skills to pupils. An element of health and safety will also be discussed particularly in design lessons where specialist equipment is used such as saws or needles. Pupils are guided by teachers but have some freedom to be creative with the materials used in the topic and have opportunities to discuss and critique each other's work in order to develop it further. A self- assessment sheet encourages pupils to reflect on skills they have learnt and how they can apply these in future.

Impact:

Pupils' sketch books demonstrate that control and technique with media such as pencil, pastel and paint improve significantly through their time at Holy Family. Their sketch books provide a journal to record observations, they are used to review and revisit ideas. Sketch books will contain experimentation, photographs and reflections, showing ideas and development rather than final pieces. Rejected ideas are an essential part of the learning process. There is some evidence of design projects though the final products are not always evidenced in books and glued in photos of their work could be a good way to show their final products. Their ability to reflect on their own and other's art/design develops, as does their understanding of the significance art and design can have in reflecting our history, such as in the World War 2 topic in Year 6. The survey carried out in Autumn 2019 showed that pupils understand how skills in art can be transferred and applied elsewhere such as RE when discussing the meaning of images. Knowledge of famous artists and designers does appear limited and future planning should contain more opportunities to research and learn skills from artists and designers – something that pupils expressed a desire to do.

How does Art & Design help to further develop SMSC in and around the school?

- Children are taught about art and design around the world which opens their eyes to how this varies – they learn about cultures and how this differs to their own.
- There are many cross curricular links.
- The children have a fantastic range of topics throughout the school and the planning is detailed allowing children to explore a wide range of techniques.
- The children learn about art through history, for example in the war in year 6 which gives them an understanding of how important it was in promoting key messages.
- They get the chance for group work to promote social skills.

How are Fundamental British Values promoted within Art & Design?

- Children are beginning to use coaching skills within art/design lessons to develop their thinking.
- British values are delivered through activities that the children enjoy and they are given the opportunity to learn about the world around them and how art and design changes throughout different cultures.
- Children reflect and comment on artists reasons behind their work allowing them to see how key messages and thoughts are often shown through art.
- British art and design is promoted.
- Pupils are able to work as a team to build resilience and gain social skills and the ability to share and discuss ideas. They are also given the time to peer assess, encourage

Cross-Curricular links:

Art & Design is linked to topic work to provide links in a cross curricular way.

Eg In the topic of Heroes and Villains (the real story of Robin Hood) Year 5 will complete a printing block based on forest leaves.

In Year 6 the children will make a teddy bear as part of a textiles and materials block, this forms part of the learning about being an evacuee during World War 2.

Other key skills developed through Art and Design:

6 key skills:

1. Evaluate and analyse creative works using the language of art, craft and design to compare work and artists.
2. Be able to communicate their thoughts about existing creative works and explain ideas for their own.
3. Plan the order of their work, choosing appropriate materials, tools and techniques.
4. Be proficient in in art and design techniques and independently apply these.
5. Think critically about their own and others' work.
6. Be able to self-reflect in order to justify their choices and improve when possible.

What does a good learner of Art and Design look like when they leave Holy Family?

- Have a good understanding art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Have a positive attitude towards art and design and are curious to learn more.
- Able to plan their work and possess control over different art and design techniques.
- Think critically about their own and others' work, justifying their choices and reflecting on how to improve.

Key targets for 2019 – 2020

To ensure high quality, enjoyable art provision with clear curriculum coverage across all year groups.

- Curriculum review.
- talk to staff and re: curriculum coverage and support teachers' planning of art.
- talk to children and undertake pupil voice i.e.– Do they enjoy art? What aspects do they like / dislike? How would you rate your confidence in art? Have you taken part in extra-curricular activities.
- undertake drop in observations.
- check curriculum coverage through book/planning.

Audit of what equipment we have in school

- check what equipment is in school.
- regular checks that equipment is in good condition and replaced where necessary.
- regular checks to ensure equipment is being used and stored correctly