



# Euxton Church of England Primary School



In our Christian family, we all SHINE in the light of Jesus.

## Subject Leader Report - Art and Design 2023-2024

SUBJECT LEADER: Kirstin Lewis

### INTENTION - Subject Overview

Our aim at Euxton C of E Primary School is to **engage, inspire and challenge** pupils. Through our carefully-designed art curriculum, we ensure that **all** pupils are given the opportunity to learn about a **wide range of cultural and historical developments** in art throughout the ages. We aim to equip them with the knowledge and skills to **experiment, invent and create** their own works of art and also to **appreciate the works of great artists around the world**.

Embodying one of the highest forms of creativity, art **enriches children's lives** and prepares them for life after school. Through art, we aim to **help children develop their understanding of different faiths, cultures and lifestyles, promoting cultural appreciation and the ability to interpret the world around us**. The **spiritual, moral, social and cultural development of each child is central to our school vision** and learning both through and about art helps children to develop in many ways. In addition to building creativity, it encourages **self-expression, builds confidence, supports children's spiritual development, promotes happiness and wellbeing, and also helps children to develop their sense of individual identity**.

### IMPLEMENTATION - Planning

At Euxton Church of England Primary School, art is taught through the study of a range of **inspirational artists**, ensuring that by Year 6, children have an overview of the main historical art periods. Our aim is for children to develop their understanding of the seven elements of art through specific skills sessions and to learn how to apply this to their artwork: as they progress through school we increase **their stamina for sustained, independent artwork**. Our curriculum is planned with care and precision so as to **engage and inspire all pupils of all ability levels and to enable children to access the curriculum at their own level**. Great emphasis is placed on teaching the children about the great artists, designers and architects of the world. Our progression document clearly maps out the artists and skills to be covered each term, for each year group. This ensures the logical progression of skills and revisiting and consolidation of prior learning and also an appropriate balance of the different aspects of art. The following skills are covered:

drawing (line and marks, form and shape, texture and tone), skills to develop printing, painting, digital media, sculpture, textiles and collage. Cross-curricular links are also promoted and evidenced throughout the school. Sketch books are employed in KS1 and KS2 and are used to gather and collect ideas, record observations, analyse and evaluate artwork, as well as to experiment and reflect. Cross-curricular art is also a regular feature of other topics and is displayed in classrooms and corridors, **enabling the achievements of each child to be celebrated.**

**IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence**

Teachers monitor each child's progress using formative assessment and adjust their teaching accordingly to suit the needs of individuals. Teachers complete termly assessments and are interviewed on an informal basis during lesson observations by the art subject leader to gauge pupils' opinions and learning. Plans and sketch books are monitored to ensure curriculum coverage and monitor progress and the school blog and twitter feed is monitored on a regular basis. Governors are informed of progress and the impact on children's learning in art.

**IMPLEMENTATION AND IMPACT - Enrichment opportunities**

The art curriculum is enriched through the provision of high-quality resources, as well as through the implementation of dedicated art days and Wonderful Wednesdays in EYFS and KS1. Cross-curricular links with other subjects are strong and enrichment opportunities outside of the curriculum are encouraged through themed days and visitors: for example a specialist leading Hindu Art sessions across the school

**EVALUATING IMPACT ON LEARNING, SEPTEMBER 2022-2023**

<b><u>INTENT</u></b>	<b><u>IMPLEMENTATION</u></b>	<b><u>IMPACT</u></b>
Develop children's skill level in observational drawing.	Curriculum adapted to ensure more opportunities for observational drawing. New still life unit in Y3 which has a focus on observational drawing and teaching of proportion. Y5 drawing unit tweaked to ensure building on prior skills of perspective from Y4 and portraits from Y2.	More observational drawing opportunities this year visible in sketchbooks with high quality drawing opportunities. Skills clearly build across year groups.

Reinforce 3D art and textile skills through cross-curricular application, ensuring children have opportunities to reinforce and cement skills taught discretely in art.	Identify areas of the curriculum to enrich with 3D art and textile skills. Teachers to use key knowledge documents to ensure skills are reinforced.	More regular 3D and textile work has ensured children's skills are reinforced more regularly and given them the opportunity to consolidate skills taught in previous year groups.
Enable children to present work in their sketch books independently	Scaffold children's presentation skills through mixture of demonstration and opportunities to present their own.	Children are beginning to be more active partners in the presentation of their work in sketchbooks.

### **FOCUS FOR LEARNING, SEPTEMBER 2023-2024**

<b><u>INTENT</u></b>	<b><u>IMPLEMENTATION</u></b>	<b><u>IMPACT</u></b>
Children can articulate the process of creating their art and the considerations of line, colour, technique etc they are applying to their work.	Modelling and scaffolding to show children how to be active partners in their learning and use of metacognitive strategies to help them plan, monitor and evaluate their artwork. Use of Seesaw for children to talk through their artwork and the considerations they have taken into account.	
Children demonstrate a good understanding of the colour theory they have learnt in both their current and previous year groups.	Regular retrieval sessions as well as eliciting prior knowledge and skills sessions. Use of talking partners and retrieval strategies such as brain dump etc.	

***'I can do all things through Christ who strengthens me,' Philipians 4:13***