

Curriculum Leadership - Subject Vision

Subject / Curriculum Area: Art

Vision

At Dovers Green we want to give all of our children the opportunity to be creative and expressive individuals. We want our art curriculum to provide children with the skills they need to express themselves in different forms, as well as learning from artists and crafts people along the way. We want children to be able to reflect on their work, and the work of others, so they are able to start forming opinions and preferences. We encourage art to flow through the wider curriculum, encouraging topics to come to life. We want to harness a love of art through focused weeks such as 'Take One Picture' and giving the children opportunities to work alongside artists in school.

What does your subject area offer the Dovers children?

Art and design at Dovers Green should engage, inspire and challenge pupils by equipping them with the knowledge and skills to experiment, invent and create both inside and outside the classroom. Children will become critical thinkers and begin to develop an understanding of art and design and how it contributes to culture and shapes history.

How does your subject enhance the curriculum?

Creative thinkers are able to think outside the box and look at the bigger picture. Children who are confident in their creative ability will be more independent learners, have the ability to express themselves creatively and self-evaluate. Weaving art through all areas of the curriculum keeps learning visual and exciting for young children.

What use is it to children later in life?

To succeed in life we need a diverse range of skills, both academic and creative. There is no right or wrong in art as there is in most academic subjects and so creativity leads to risk taking and achieving things out of your comfort zone.

What are the main skills and knowledge (overarching objectives) you want teachers to focus on?

Children need to be able to:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Current Situation	Vision
Vision and Direction	I am beginning to feel more confident in my role after a long period of sick leave. I want to work with year group teams to create a progression document which allows for cross curricular links and a clear progression of skills.	That I will have spoken with all year group teams to ensure the progression document can be used alongside other foundation subjects to ensure good and beneficial cross curricular links. I will research skills progression in art and add this to my progression document so each year group has a firm understanding of the skills they are required to teach.
Standards, Progress and Achievement	I have analysed the current data to ensure any gaps in knowledge and skills are highlighted so they can be filled. I will also begin to look at what is going well in my subject so I can use this information to support teachers.	I will familiarise myself with the attainment of the last 2 years and examine any trends, putting into place any necessary implementations to maintain and raise standards in art.
Quality of Learning & Teaching	This year I would like to spend time observing art lessons across the school in order to get a clear picture of how art is taught across the school and where training is required.	I will have observed teaching of art across the whole school and will have highlighted any areas where further staff training is required.
Assessment	I would like to expand on the target tracker statements for the skills and techniques used in drawing.	I will research other schools' progression documents and liase with the art leads throughout the academy.

Curriculum Leadership - Intent, Implementation and Impact

Subject/Curriculum Area: Art

Intent

What is being taught?

EYFS:

In Early Years the children have many opportunities to engage independently with art activities during learning time. The children are taught how to use the resources available to them during adult focus activities. In Autumn Term the children are shown how to access the materials available to them i.e. paint pumps to colour mix, paper and resources to collage, sellotape and glue to use when making pictures or models. In Spring Term the children are further encouraged to be objective about their work and start to think about how they could make improvements. They are also encouraged to develop their colour mixing skills further. As the children's knowledge of resources develop we provide them with further resources and challenges during learning play in the Summer Term. We also plan in some adult led activities to make clay models for instance or when making cards for specific occasions, teaching and supporting them to use different techniques. The art activities that are planned during continuous provision are modelled during the morning walk round of the classrooms and an example is always provided to give the children an idea of what they could create. The children are introduced to the work of Kandinsky, Matisse and illustrator Lauren Childs.

Year 1:

In Year 1, children will begin to use drawing, painting and sculpture to develop and share their ideas. They will begin to use a range of materials creatively to design and make products and to record and explore ideas from first hand observation, experience and imagination. All of the children will start to use a sketchbook to gather and collect art work, the sketchbook will be used to record their journey towards their finished piece of art. The children will also begin to critique their own work and the work of others. During Black History month the children will begin to use drawing and painting techniques to create portraits. They will create Rangoli patterns using colours, texture and shape as well as a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. They will begin to explore the use of line, shape and colour during taught sessions and through continuous provision. The children will be taught how to mix water and powder paint to achieve the right consistency for painting and how to use watercolours. They will also have the opportunity to use various textiles to design and make their own medieval costumes for their 'Living in a castle' topic. The children will study the work of illustrator Axel Scheffler and produce drawings in his style. They will also have the opportunity to study the sculptures of Andy Goldsworthy and create sculptures in his style.

Year 2:

In Year 2, children will build upon their learning from Year 1. They will also have the opportunity to work on an art project during 'creative afternoons' held weekly in the first half of the Spring term. The children will continue to use their sketch books to record their journey towards a finished piece of art work and they will continue to critique their own and others' work. Through studying the work of Clifford Possum Tjapaltjarri and other aboriginal artists during black history month and the sculptures of Henri Moore during their 'Fire and Ice' topic, the children will be able to explore the differences and similarities within the work of artists, craftspeople and designers in different times and culture. They will also be able to refine their sculpting techniques developed in Year 1. The children will use drawing and painting to create a portrait of a famous person in the style of a famous artist. The children will use their sketch books to collect examples of the work of artists such as Van Gough, Andy Warhol and Johannes Vermeer and then paint their portrait in the style of their chosen artist. Children will be shown how to mix a range of secondary and tertiary colours, focusing on shade and tone. They will use their knowledge to create a sea scape picture, experimenting with tools and techniques, including layering, mixing media, scraping through etc.

How does it cater for PP/SEND and higher attainers?

Visual resources are used to support learning in Art, we provide children with a visual stimulus of what they could create. Adults also model the activity step by step and provide support during continuous provision if needed. We also encourage peer support during craft activities. Children are also encouraged to build their resilience by 'giving it a go' before asking for support from a peer or an adult. We are also mindful that children can have sensory preferences and may not like to engage in some art activities so we try to provide them with an alternative that they can join in with i.e. instead of finger painting use corks. We also differentiate by giving the more able artists a trickier picture to copy or encourage them to add more detail to their picture. Children are invited to attend 'aspiring artists' club where they are encouraged to develop their artistic skills and knowledge.

What is Mastery?

A child's ability to skilfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

Mastery in Art

Higher attaining children are challenged through outcome and expectation. They are given the opportunity to attend 'aspiring artists club' in Years 1 and 2.

Implementation

EYFS: Through continuous provision children are encouraged to explore different media and materials such as junk modelling, painting, sculpting with playdough, collage. Art and craft activities in Early Years are available to access during continuous provision, both in the classroom and in the outdoor environments. Opportunities are planned in specifically to support and build on the children's learning and to link to the learning in their topics.

Year 1: Children have access to art and craft activities during continuous provision both in the classroom and outdoor environment. Art is taught during focused weeks and incorporated into cross curricular learning activities.

Year 2: Children have access to art and craft activities during continuous provision both in the classroom and outdoor environment. Art is taught each week in the first half of the spring term, by TAs during creative afternoon. The sessions all have cross curricular links and focus on building on skills and knowledge taught in Year 1. Year 2 also teach an Art week each term.

Impact

2017-2018:

EYFS:

Exploring and using media and materials: 96.4% expected or exceeding. 3.6% emerging.

Being imaginative: 92.9% expected or exceeding. 7.1% emerging.

NB: Skill 1: Use a range of materials creatively to design and make products. Skill 2: Use drawing, painting and sculpture to develop and share their ideas. Skill 3: Develop techniques using colour, pattern, texture, line, shape, form and space. Skill 4: Study a range of artists, craft makers and designers.

The % of children achieving above ARE and ARE in all skills is above 90% with 19.8% of children achieving above AAE in skill 2. 9.3% of children were working below ARE in skill 3 which is the highest of the 3 skills.

Year 2:

In Year 2 the % of children achieving ARE and above ARE varied from skill to skill with skill 2 showing nearly 100% of children achieving ARE or above, however only 85% of children achieved ARE or above in skill 4. The % of children achieving below ARE was also higher than in Year 1 in all skills except skill 2.

2018-2019:

EYFS:

In the EYFS 100% of children reached expected or exceeded expectations in exploring and using media and materials and 97.8% of children reached expected or exceeded expectations in being imaginative.

Year 1:

NB: Skill 1: Use a range of materials creatively to design and make products. Skill 2: Use drawing, painting and sculpture to develop and share their ideas. Skill 3: Develop techniques using colour, pattern, texture, line, shape, form and space. Skill 4: Study a range of artists, craft makers and designers.

In year 1 the % of children at expected or above age related level overall, averaging all 4 skills was 96.2%. This was highest in skill 2 and lowest in skill 3, however all skills averaged a % of over 90%. 90.3% of children are working at ARE. However, in skill 3 9.3% of children were working below ARE, which was the lowest of the 3 skills.

Year 2:

In Year 2 the results were more varied with 98.9% of children at expected or above ARE in skill 2 but only 85.6% in skill 4. The % of children working below ARE was also higher in skills 1 and 4 with 13.3% of children not reaching ARE

2019-2020: (mid-year data):

EYFS: 68% of children are currently working at the expected level or above across both Exploring Media and Materials and Being Imaginative (31% are currently working above expected).

Year 1: Mid-year data shows the following percentages for children working at the expected level or above: S1 - (not yet covered), S2 - 92%, S3 - 97% and S4 - (not covered yet). (Those children working above average is currently - S1 - (not yet taught) S2 - 15.5%, S3 - 12.2% and S4 - (not yet taught).

Year 2: Mid-year data shows the following percentages for children working at the expected level or above: S1 - 91%, S2 - 89% S3- 90% and S4 - 89%. (Those children working above average - S1 - 21%, S2 - 24%, S3- 23% and S4 - 23%).

How well are children learning in your subject?

Across the last two years (before Covid) there has been good progress in the children's learning in all 4 art skills and in both EYFS strands. The teaching of Art is well established in Key Stage 1 with confident teachers and staff planning and leading sessions. Therefore the children's learning is good. Most children are achieving ARE or above ARE in all strands and in the EYFS most children are working at expected or above when they leave Reception. There are lots of opportunities to focus on art throughout the school year with weeks such as book week and 'take one picture' that enable children to focus on all round creativity.

Once school returns to normal, data will be analysed again in more detail as teachers are focusing on filling the gaps in basic skills initially.