

ART

Summary Document October 2023

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

The whole experience of Art is in line with our vision (above). This is evident in our annual Art Day where the children get the opportunity to work with an Artist in residence in the school, the way Art within our community is celebrated and shared around the school through displays, and the way we are striving to improve standards through upskilling teaching staff and learning alongside the children.

The Art Big Ideas are:

Generating Ideas	Making	Evaluation	Knowledge & Understanding	Artists & Craftspeople
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Threads and Neurons in the Art Curriculum

Descriptor	Evidence
An ambitious curriculum that gives all learners the knowledge and cultural capital they need	We are ambitious for staff and pupils to learn new skills and experience using a wide variety of media, for example the mosaic, felt making, batik, puppetry and acrylic painting workshops led by visiting artists. We are ambitious for pupils to recognise the style and influences of some leading artists (both great and contemporary) and to be able to articulate their emotional response to a piece of art. We are ambitious to teach pupils the basic skills they need to draw, paint and sculpt as specified in the NC, but also to explore wider forms of art, e.g. printmaking, ceramics, collage, photography. We are ambitious to facilitate and enable children to produce art of the highest standard, and to enjoy the creative process and exploration through using sketchbooks.
Coherently sequenced planning	The Shelford Curriculum Threads and Neurons, GLSPS Art Whole School Overview documents and EYFS Framework have helped to ensure that the key elements of drawing, painting, sculpture and wider art forms are delivered across the key stages. These documents provide the scaffolding to look in greater detail at progression within these different strands, starting with drawing (digital 'floor book' under construction to show progression in strands through year groups).
Skills to support employment	During Art Day, we always encourage our visiting artists to explain their career path and how they became an artist. We are aware that over 2 million people in the UK are employed in the creative industries and are keen to promote this as a career path for our students.
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	We expect teachers to differentiate lessons to provide support for children with additional needs. This may include allowing more time, modifying physical resources where necessary such as using specially adapted scissors, larger needles when sewing, working on a larger scale, considering seating arrangements, TA support.
Explore the full curriculum, including cross-curricular links	Art in the school is strongly linked to The Shelford Curriculum Threads and Neurons with many cross-curricular links, e.g. making mosaics as part of Year 4's Roman topic, recreating Hokusai's prints of Mount Fuji as part of Year 3's Mighty Mountains topic. From September 2023, we started using the AccessArt Primary Art Curriculum to ensure that we are delivering a rich, exciting, relevant and progressive art curriculum. It is fully flexible - suggested pathways (units) can be modified to fit pre-existing topics.

Delivering the Art Curriculum

Descriptor	Evidence
High level of teachers' subject knowledge and quality CPD	A staff survey last year highlighted that many teaching staff wanted more opportunities to increase their knowledge and confidence teaching art. In May 2023, we subscribed to the AccessArt Primary Curriculum to establish its use in lessons from September. One of the main advantages of this membership is access to a wealth of CPD opportunities for all staff, which they could access ahead of implementing the curriculum in the new school year. As subject leader, I accessed several prerecorded CPD sessions online and attended some live AccessArt sessions during the summer term: 'Leading the Primary Art Curriculum – Advice and Inspiration for New and Aspiring Subject Leads' and 'OFSTED Research Review with Adam Vincent, HMI'. Teaching staff have been strongly encouraged to access the CPD available to them online. Within the pathways each half term, there are fantastic links and demonstrations to support non-specialist teachers. The staff survey also highlighted areas for CPD in the new school year: assessment and use of sketchbooks. Subject leader ran CPD session in autumn term 2023 to address this.
Effective delivery by teaching staff	By subscribing to AccessArt, we are making a commitment to developing the skills and confidence of teaching staff, and therefore quality of provision for pupils. Subject monitoring visits scheduled annually with the subject leader and link governor. Pupil and staff voice gathered through interviews and surveys. Teaching observations and 'sketchbook look'.
Effective assessment and rapid feedback for pupils that also informs planning	<p>In line with The Shelford Curriculum, staff have created 'Knowledge, Skills and Outcomes' documents for each subject.</p> <p>In Art & Design, progression should be thought of as 'growth' and assessment as 'nurturing'.</p> <p>Why do we assess in art?</p> <ul style="list-style-type: none"> • To ensure pupils work towards their creative potential. • To make sure the school's offering in terms of art education is as good as it can be. <p>How do we evidence creativity?</p> <ul style="list-style-type: none"> • We all have a right to be creative. It is possible but cannot be done in the same way as we evidence progression in other subjects. • Progression in art is not linear. There are no 'steps'. Growth in art is more organic, like a spiral. • Unlike in many subjects where you learn knowledge and skills over a period, art is more a layering of different opportunities, materials, techniques, and experiences. Children need many opportunities to revisit skills to aid their growth. • The personal absorption of ideas is the progression in art. • Progression as a spiral – what it is the pupils are learning, the things they are learning more conceptual/behavioural. • The reality is that art is a unique subject and if we are to truly enable creativity, then we need to rethink our approach to assessment and progression.
Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	Sometimes the work of key artists is re-visited during different key stages, e.g. Van Gogh in Reception and in Year 2, and Matisse in Year 3 and Year 4. This gives the opportunity to consolidate and build upon existing knowledge. Within the strands of drawing and painting, we are continually building upon existing knowledge for example the range of shades of grey that can be achieved using a drawing pencil and the progression from retaining knowledge of mixing secondary to being able to mix tertiary colours.
Assessment is informative, useful and smart	Assessment in Art can be challenging. "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported." (Access Art 2020). New approaches for assessment need to be devised. Staff

	CPD held in autumn 2023 to support the implementation of the AccessArt curriculum.
The environment and other resources support learning effectively	Resources are audited every term and there is regular communication with teaching staff re. resources required to be ordered. One suggestion would be for teachers to appoint 'Art Monitors' each term/half-term to be responsible for keeping art areas and resources tidy. Another may be to investigate 'Art Ambassadors' in school.
Reading is integrated within this subject	We use picture books to introduce great artists, for example 'The Fantastic Jungles' of Henri Rousseau or 'Van Gogh and the Sunflowers' by Lawrence Anholt. Pupils have access to a selection of art books in the school library. They read biographical information about artists.

Pupils achieve their potential in Art

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	It is easier to judge attainment and progress and compare work from different year groups within painting, drawing and sculpture. Each child's sketchbook is a great piece of evidence for their attainment and progress. Digital 'floor book' under construction to exemplify progression in different AccessArt strands.
Learners are ready for the next stage of their education	Art has many translatable skills, from confidence using different media to familiarity with key artists. 'Have a go attitude' (CoEL).
Learners apply good reading skills in this subject	See above.

Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p>RE graded 'Excellent' by SIAMS, Church School Status</p>	Year 3's observational drawings of fruit and vegetables to celebrate Harvest Festival, Year 3's paintings of the story of Creation.
 <p>International School Award for outstanding development of the international dimension of the curriculum</p>	Broadening the International scope of artists studied through our review of the curriculum. We have introduced new artists to the curriculum such as Beatriz Milhazes from Brazil and the Japanese artists Tomoko Konoike and Naoki Urasawa. Morocco Day 2022 – visiting artist explored cultural art and pupils made decorative Moroccan lamps.
	Achievement of the GOLD level award for demonstrating that we are passionate about using current affairs to help children learn from our world, give them a voice and allow them to make a difference. Children can respond in a variety of ways to each week's 'Big Question', which often includes expressive arts.
 <p>Primary Science Quality Mark Award</p>	Links between the use of observational drawings for scientific purposes and Art, for example, the work in Year 6 looking at the drawings of finches collected on the Galapagos Islands by Charles Darwin.



School Games Silver Award

Creativity in dance performances in PE lessons.

The Lane Enrichment Academy (dance and performing arts provision) support our school in providing cover for teachers to have subject leadership release time.



Commitment to professional development, research, mentoring and coaching.

Taking part in CPD led by The Fitzwilliam Museum and AccessArt.



PROUD TO BE A
MUSIC MARK
SCHOOL

Commitment to prioritising music throughout and beyond the curriculum.

Making links with Art and Music such as inviting our peripatetic violin teacher to play The Lark Ascending to Year 3 to inspire our artwork on bird's wings.