



## Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Art		Date:
Leader (s)		T Elliott		09.11.2020
SECTIONS		SUMMARY EVALUATION		
<b>1</b>	<b>INTRODUCTION</b> Why do we teach what we teach?	Art is a subject that is influential towards children because it can affect them in ways that many other subjects cannot. Art will help develop a pupil's creativity, thought process, and their way of expression, as well as learning about themselves, their culture, and their community. Art enables children of all abilities to use their imagination and creativity as it is subjective, there is no right or wrong. Participating in art activities helps children to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways. When children feel good while they are creating art, this helps boost self-confidence. Children who feel able to experiment and to make mistakes feel free to invent new ways of thinking, which extends well beyond the art curriculum.		
<b>2</b>	<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>• <b>INTENT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	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 reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation. 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 observations, sketching, use of shape and colour and imagination are built upon with each new topic so that pupils feel confident to apply these independently at school and beyond.		
	<ul style="list-style-type: none"> <li>• <b>IMPLEMENTATION</b></li> </ul>	In all year groups, a teacher will plan art and design using the year group overview. However due to special days/events, teachers also have free reign to plan and teach their own ideas. Teachers lead discussions and model skills to pupils. 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.		
	<ul style="list-style-type: none"> <li>• <b>IMPACT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	Pupils' sketch books and art folders demonstrate that control and technique with media such as pencil, pastel and paint improve significantly through their time at Hurst Park. Their ability to reflect on their own and other's art develops, as well as their understanding of the significance of art throughout history, such as photography. Knowledge of famous artists and architects is improving however future planning could contain more opportunities to research and learn skills from artists and designers. A group of children (Y1-Y6) were given an art questionnaire at the end of the year and they were able to discuss their personal progression in art, their favourite artist and what new skills they had learnt throughout the year.		
<b>3</b>	<b>BROADER CURRICULUM</b> How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	By appraising their peers work and that of other artists, the pupils are able to identify and understand that everyone has their own individual viewpoint and opinion. Art has a huge impact in SMSC throughout the planning ranging from cultures, debates and religious art and architecture. There is lots of evidence of art throughout the curriculum, for example, History and the Great Fire of London, Geography and the pyramids, Maths and tessellations, Literacy and story art. Art warm ups are encouraged at the start of a lesson to enable the children to share their views and opinions on certain aspects of art.		
<b>4</b>	<b>SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR</b> Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> <li>▶ New resources purchased for year groups so skills can be taught with required media.</li> <li>▶ Art progression within topic work identified and additional skills implemented into the planning to ensure all skills are covered.</li> <li>▶</li> </ul>		
<b>5</b>	<b>ACHIEVEMENT</b> Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	<b>Strengths</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>▶ Monitoring of sketch books at the start and of year showed progression of skills and technique.</li> </ul>		<ul style="list-style-type: none"> <li>▶ Children to be able to confidently use correct terminology when evaluating and discussing art.</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Children practise new skills which build up to create a final piece of work.</li> </ul>		<ul style="list-style-type: none"> <li>▶ To hold a focused art day in the summer term for the whole school for progression and skills.</li> </ul>
		<ul style="list-style-type: none"> <li>▶</li> </ul>		<ul style="list-style-type: none"> <li>▶</li> </ul>
<b>6</b>	<b>TEACHING</b>	<b>Strengths</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>



## Hurst Park Primary School Subject & Curriculum Leadership Report

	Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	<ul style="list-style-type: none"> <li>▶ Next steps marking in some sketchbooks showing progression in the following weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Art warm ups to be used regularly to develop discussion and art terminology.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶ Children are proud of their work and individual approaches and style is evident.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Art trays to be used more regularly to develop techniques and aid progression in art.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶ Teachers enjoy teaching art and are enthusiastic about the range of topics that are taught in the year group.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consistency across the year groups when assessing art.</li> </ul>	
<b>7</b>	<b>LEARNING BEHAVIOURS</b> Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	<b>Judgement</b>	<b>Grade 2</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>▶ Children are motivated in art lessons and are able to express their enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Continue to develop art across the curriculum.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶ Art displays within the school are of an extremely high standard and demonstrate a range of styles and technique.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pupil voice questionnaires to be completed at the end of each term to identify areas for future development.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶</li> </ul>	<ul style="list-style-type: none"> <li>▶ To hold a focused art day in the summer term for the whole school.</li> </ul>	
<b>8</b>	<b>LEADERSHIP/MANAGEMENT</b> How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	<b>Strengths</b>	<b>Grade 2</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>▶ New planning overview enables good curriculum coverage.</li> </ul>	<ul style="list-style-type: none"> <li>▶ New staff/existing staff new to teaching art (including HLTAs) requires additional training.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶ Sketchbooks monitored across year groups and areas for development identified.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ensure resources and variety of media are accessible for all children.</li> </ul>	
		<ul style="list-style-type: none"> <li>▶ Art staff meeting in spring term focusing on skills and media. Art trays and art warm ups demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Research new schemes of work</li> </ul>	
<b>9</b>	<b>OVERALL EFFECTIVENESS</b>	Overall, pupils achieve well in art and teaching is good. Some staff have requested extra art training to secure their knowledge and understanding of techniques. The children are engaged and motivated about art and enthusiastically talk about their work.		
<b>10</b>	<b>WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?</b>	A good learner is enthusiastic about art and has a creative flair and imagination when it comes to creating art. They are motivated about learning new skills and put these into practise effectively through sketchbook work and developing their finished pieces. Art is an act of expressing feelings, thoughts, and observations and the children can convey this through media with explanations of their work. The children leave Hurst Park with a good understanding of famous artists and are able to critique their work		
<b>11</b>	<b>KEY AREAS FOR SUBJECT DEVELOPMENT</b> Especially achievement and quality of teaching	<ul style="list-style-type: none"> <li>▶ Specific skills and techniques modelled – this will require further staff training.</li> </ul>		
		<ul style="list-style-type: none"> <li>▶ Core groups of children to be monitored throughout the year.</li> </ul>		
		<ul style="list-style-type: none"> <li>▶ Art observations focusing on terminology and techniques.</li> </ul>		