



Subject Leader Impact



Presentation to staff and Governors 2021

Art

Lisa Voss



The most important thing about **Art and Design** is developing creativity

It nurtures our imagination

It enables experimentation

It teaches about history and culture

And it gives opportunities to express our thoughts, feelings and emotions

But the most important thing about **Art and Design** is developing creativity

Art

- Policy updated Feb 2021
- Website updated: in process (with Sarah)

(intent poem, updated policy, photos, pupil voice/feedback, links to progression docs/ vocab/ knowledge organisers/ parental links etc)



Implementation

- Curriculum map:



AKPS Art Topic Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Experience of Art techniques and media through a range of different activities linked to EYFS curriculum, guided by children's interests.					Summer 2 Art specialist teacher
Year 1/2 A 2020-2021 2022-2023 2024-2025	Drawing (Y1/Y2 skills)	Painting (Y1/Y2 skills)	Sculpture (Y1 AND 2 skills)	Sculpture (Y1 AND 2 skills)	Printmaking (Y1/Y2 skills) Y2 Art specialist teacher - PRINTMAKING	Painting (Y1/Y2 skills) Y1 Art specialist teacher - PAINTING
Year 1/2 B 2021-2022 2023-2024	Drawing (Y1/Y2 skills)	Printmaking (Y1/Y2 skills)	Textiles (Y1 AND 2 skills)	Textiles (Y1 AND 2 skills)	Painting (Y1/Y2 skills)	Drawing (Y1/Y2 skills)
Year 3/4 A 2020-2021 2022-2023 2024-2025	Printmaking (Y3/4 skills)	Drawing (Y3/4 skills)	Painting (Y3/4 skills) Y4 Art specialist teacher - PAINTING	Drawing (Y3/4 skills) Y3 Art specialist teacher - DRAWING	Sculpture (Y3 AND Y4 skills)	Sculpture (Y3 AND Y4 skills)
Year 3/ 4 B 2021-2022 2023-2024	Textiles (Y3 AND Y4 skills)	Textiles (Y3 AND Y4 skills)	Painting (Y3/4 skills)	Printmaking (Y3/4 skills)	Drawing (Y3/4 skills)	Painting (Y3/4 skills)
Year 5/6 A 2020-2021 2022-2023 2024-2025	Sculpture (Y5 AND Y6 skills) Y6 Art specialist teacher - SCULPTURE	Sculpture (Y5 AND Y6 skills) Y5 Art specialist teacher - SCULPTURE	Drawing (Y5/6 skills)	Painting (Y5/6 skills)	Printmaking (Y5 AND Y6 skills)	Printmaking (Y5 AND Y6 skills)
Year 5/6 B 2021-2022 2023-2024	Drawing (Y5/6 skills)	Painting (Y5/6 skills)	Drawing (Y5/6 skills)	Painting (Y5/6 skills)	Textiles (Y5 AND Y6 skills)	Textiles (Y5 AND Y6 skills)

Implementation



- Planning:
 - Use Skills Progression document for guidance in expectations for each Year group
 - Subject separated into 5 key areas: drawing, painting, sculpture, textiles & printmaking
 - Incorporate artist studies within each unit of work

Implementation

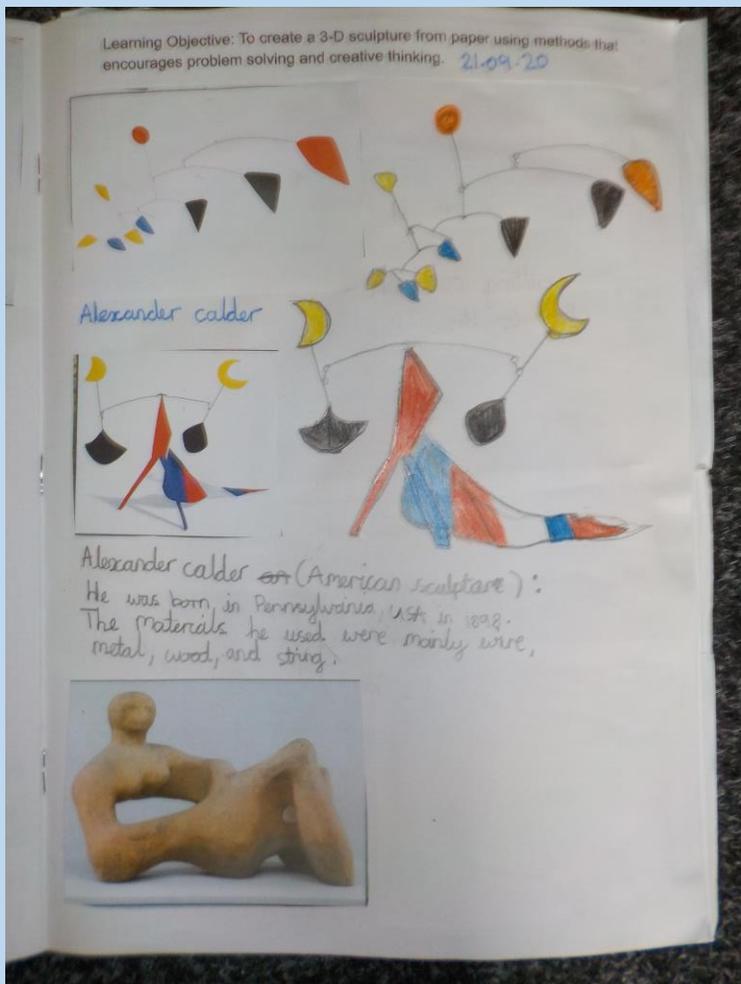


- Assessment and data:

Art & DT (2020 REPORTS)					
Y 1 - 6 (185)	Total				
BARE	9				
ARE	149				
GD	27				
		PPG		SEND	
		Total	%	Total	%
		4	22%	8	32%
		11	61%	17	68%
		3	17%		

BARE
ARE-
ARE
ARE+
GD

What do AK children say about Art?



What do you enjoy most about Art?

- 'You get to use your own imagination.' Y4
- 'Getting messy.' Y1
- 'I enjoy being creative. Also it's nicer when you can be more creative than researching.' Y5
- 'Art is my favourite subject in the whole entire world.' Y3



How do you know how well you're doing?

- 'I get to share with the class.' Y1
- 'My work goes on the WOW wall.' Y4
- 'The teacher tells you. You might get a Dojo or a tick.' Y2
- 'Our teacher tells us and says how we can improve.' Y5

What do you do to improve your learning?

- 'I try to make my work more detailed.' Y5
- 'Have a go and make it neat.' Y2
- 'Ask a friend – use stars and wishes.' Y1
- 'Evaluate your work so you know what to do better next time.' Y4



What?



- Art installation project – collaborative high-quality class artwork for display in Learning Hub
- Action plan- linked to SIP including monitoring teaching of Art and skills progression, auditing equipment and resources, raising the profile of Art around the school
- Skills and progression- monitoring to check curriculum map is being covered to ensure progression
- Data Comparison with other subjects e.g. power of 10 to raise aspiration

Impact



How have I made a difference?

1. Clearer curriculum map to ensure all areas are being taught regularly, with enough time dedicated to them.
2. Research for Art installation project and meetings with class teachers & subject leaders to make expectations clear, offering support in planning
3. Children's sketch books show greater coverage of the Art curriculum, with more artist studies & focus on learning skills before completing a final piece of artwork

Photos/scanned examples

Wednesday 2nd September 2020 L.O: to use line and shading to create tone

*	Using the techniques of hatching, contour hatching, cross hatching, random hatching and stippling, add tone to your artwork
**	Also look carefully at where the light is hitting your object and where shadows are forming. Adjust your shading to show this
***	Also use tone to create a 3D effect, to show that your object isn't completely flat

Francis Wolff 'John Coltrane - Blue Train album session' 1957



I can see that his hair is a lighter shade of black than the background. His chin is really dark because the light is not hitting it.

Edward Hopper 'House by The Railroad' 1925



I like this painting and I think the shading is brilliant. I think the shadow under the balcony is great.

Caravaggio 'St Jerome Writing' 1605 - 1606



I think this looks like a photo because of the shading on the red cloak and white cloak.

