



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – Art & Design

Leader: Nicola Bullock

Subject Overview: INTENTION

The aim of Art & Design teaching at Primrose Hill School is to provide a high-quality experience which will develop an aesthetic awareness of the world around our pupils. By providing children with visual, tactile and sensory experiences we aim to nurture their creativity and explore and develop skills. Art and Design work regularly forms part of topics studied and is used for display purposes. Pupil's sketch books are used to gather and collect ideas, experiment and reflect. Art & Design is a creative, reflective and practical subject in which children are encouraged to freely express their thoughts and ideas. They acquire a broad range of subject knowledge and draw on cross curricular experiences to inform and inspire their work.

Fundamental Great British Values: INTENTION

At Primrose Hill, we understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We understand how this subject has an underpinning link to British values. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school. Our Art & Design work reflects our inclusive environment and through the many opportunities provided for our children, they develop understanding of democracy, law, liberty, mutual respect and tolerance. Opportunities to make links with other cultures and religions are activity sought through our curriculum. For example; Children in reception class study the work of French artist Matisse, the investigation of Islamic art in RE takes place in year four and the design of African textiles in year two celebrates the rich diversity of a culture, a recent Hinduism assembly looked at art work which represented different forms of the Hindu Gods. As a school, the spiritual, moral, social and cultural development of each child is at the core of what we do, it forms the foundation of our central vision, "Together we will make a difference".

Planning: IMPLEMENTATION

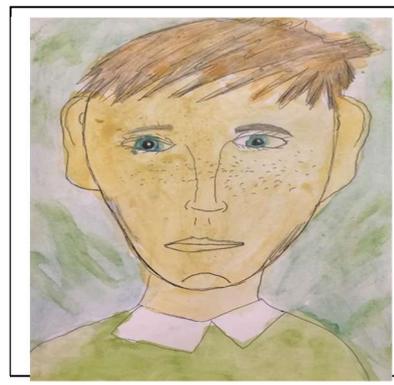
At Primrose Hill, Art & Design is taught through a thematic approach. Our curriculum is thoughtfully planned to engage and inspire all our learners. Our long term and medium-term plans map out the Art & Design themes covered each half term for each key stage. These plans define what we will teach to ensure an appropriate balance and distribution of work across each term. Art & Design objectives have been carefully linked to these themes to make the learning relevant and interesting within a realistic context. Additionally, planning and teaching in Art & Design is fully inclusive ensuring that all children can access the curriculum at their level. Skills are progressively built upon as children journey through our school. Work focusses on drawing (lines & marks, form & shape, texture & tone), skills involving the development of printing, painting, digital media, sculpture, textiles and collage. Cross-curricular links are emphasised, enabling the children to apply their skills and knowledge in other areas of the curriculum.

Assessment: IMPLEMENTATION / IMPACT

At Primrose Hill Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to ensure differentiation. The assessment of children’s work is on-going to ensure understanding and progress are being achieved. Feedback from peers is encouraged and given by staff as soon as possible. Attainment is reported termly on grade cards to parents and in their end of year report, stating whether they are working at age related expectations, working at greater depth or working towards the expected standard. Brick wall trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan. Governors are made aware of Art & Design progress through the Annual Impact Report, School Development Planning and reviews. Subject Development Plans and budget bids are used to highlight next step priorities.

Collecting evidence: IMPLEMENTATION / IMPACT

Evidence is collected throughout the year and in a variety of different ways. These include planning checks, pupil interviews, staff discussion and looking at children’s work. Children have a sketch book for Art which moves through the school with them. In addition to this, there are folders on the server where staff contribute to portfolios of Art & Design work examples. The school blog is monitored, for examples of children’s work being shared with the wider community. Photographs are also taken of any work on display around the school and in classrooms.



Enrichment opportunities: IMPLEMENTATION / IMPACT

The Art & Design curriculum is widely enriched through visual and high quality practical resources, trips and visits including:

Enrichment	Further Information
Creative Club	Children attended an after school club and investigated different skills such as quilling, drawing with inks and painting using water colours.
Year 1 Artist visit	An artist joined our year 1 children and worked with them whilst studying Lowry.
Year 6 Visit to Manchester museum	Study artefacts, present own art/design projects
AGT workshop	Children selected to join cluster schools at a multi faith art workshop

Targets: IMPACT

Observe the teaching of Art & Design across KS1 and KS2	To review strategies employed in the teaching of Art & Design. To review resources and artefacts used in the teaching of Art & Design. To collect physical examples of evidence e.g. photographs, pictures, paintings, videos as evidence of involvement and attainment in Art & Design To moderate attainment within year groups and across key stages.
Create a Primrose Hill Gallery	To raise profile of subject area within school. To celebrate the achievements of children. Share progression of skills across the school.
Facilitate cluster workshops	To work with cluster schools. To provide AGT opportunity to work with collaboratively with other children. To share and celebrate success within the wider community. To participate in cluster led CPD Art skills training

Staff training: IMPACT

SL CPD	• Staff Meeting- Moderation of use of mark making in July, staff assessed against KLIPS.
CPD	• NB to attend Art & Design leadership cluster training

Future Targets: FUTURE INTENTION / IMPLEMENTATION / IMPACT

Participate in cluster moderation to verify accuracy of our assessment judgements; develop to include assessment of ARE and GD.

To talk to other schools, are there any cultural capital opportunities that could be possibly exploitable?

Raise the profile of Art & Design, develop children's awareness of the importance of these areas in everyday life.