

Subject Art

Date 2020-21

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## WHITE HAT THINKING

### FACTS Outcomes for pupils

#### → EYFS-

#### → Key stage 1

##### Year 1

Art (55)	0%	87%	11%
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#### → Groups

Boys (32)	0%	91%	9%
Girls (23)	0%	83%	13%
SEN (6)	0%	100%	0%
PP (10)	0%	90%	10%
EAL (12)	0%	83%	8%

##### Year 2

Art (52)	0%	77%	23%
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#### → Groups

Boys (28)	0%	89%	11%
Girls (24)	0%	63%	38%
SEN (11)	0%	100%	0%
PP (8)	0%	100%	33%
EAL (11)	0%	82%	18%



## Summative statement

### BLUE HAT THINKING

Results across the key stage are strong with 100% of pupils achieving age expectations or higher. This year there was a lot more children achieving exceeding as art topic were taught when children were in school. There could have possibly been more in year one as the topic 'Art attack' was taught during the January lockdown and skills were missed. However, results are still strong.



## GREEN HAT THINKING

### Actions:

Early years are to continue to embed using IT as a form of resource when working with art.

Embed in the year 1 curriculum the importance of skills progressions and focus on colour mixing using paint to represent this.

Year 2 to continue to develop skills use in all topics and ensure that they are using vocabulary that supports the artist to build a bank of descriptive language.



## BLACK HAT THINKING Areas for development

- Quality of teaching, learning and assessment

Hampshire art planning structure to be used to ensure that the children's learning journey enables them to acquire, use and develop their skills within a topic.

A further use of vocabulary could be used to describe the skills they are learning to deepen their understanding of artists and skills.

- Quality of the curriculum

Develop and ensure that mixing of colours and the colour wheel is taught in more detail and that children can make a conscious decision on how to make a colour.



## YELLOW HAT THINKING Strengths

- **Quality of teaching, learning and assessment** (*include planning, task design, assessment and marking*)

Art is clearly celebrated throughout the school in classrooms and corridors. It is great to see such a variety of art skills being used and displayed. There is a clear progression across year groups and you can see the development from year to year. Each year group has worked on developing skills and this is very evident.

Artwork is purposeful, and, especially in Year 1 and EYFS, allows children to experiment and explore.

- **Quality of the curriculum**

Art is integrated well into different topics and often displayed throughout the school, particularly through classroom displays. Artists are explicitly taught and the children are mirroring skills they have seen.