

# Art Subject Leader Report



Subject leader: Mrs Baddley

## **Intention**

At Highfield Community Primary School, we strive to engage, inspire and challenge pupils. Through our carefully-designed art curriculum, we ensure that all pupils are given the opportunity to learn a wide range of art movements and artists throughout history. We aim to equip them with the knowledge and skills to experiment, invent and create their own works of art and also appreciate the works of great artists around the world. We want our children to love art, craft and design. They should have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers.

Embodying one of the highest forms of creativity, art enriches children's lives and prepares them for life after school. In addition to building creativity, it encourages self-expression, builds confidence, promotes happiness and wellbeing, and also helps children to develop their sense of individual identity. As our pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the creativity, culture and wealth of our nation.

## **Implementation**

At Highfield Community Primary School, our curriculum has been tailored to meet the needs of our children. It has been ambitiously planned to engage, excite and progress children's learning. Art is taught through the study of a range of inspirational artists and variety of art movements. Our aim is for children to develop their understanding of the elements of art through specific skills sessions and to learn how to apply this to their artwork: as they progress through school we increase their stamina for sustained, independent artwork.

Our curriculum is planned with care and precision so as to engage and inspire all pupils of all abilities and to enable children to access the curriculum at their own level. Great emphasis is placed on teaching the children about the great artists of the world and throughout history. Our progression documents clearly map out the artists and skills to be covered for each term, for each year group. This ensures the logical progression of skills and revisiting and consolidation of prior learning and also an appropriate balance of the different aspects of art. The following skills are

covered: drawing (line and marks, form and shape, texture and tone), printing, painting, sculpture, collage and photography. Sketch books are employed in KS1 and KS2 and are used to gather and collect ideas, record observations, analyse and evaluate artwork, as well as to experiment and reflect.

Children learn to review and express their thoughts about their own and others artwork including a range of materials and processes. They are encouraged to develop their visual language and the ability to express their ideas and feelings in order to evaluate their own work and that of others. During lessons staff model subject specific vocabulary and use targeted questioning to encourage children to respond to art in a clear, coherent and articulate manner. Teachers follow a vocabulary progression document to ensure children are exposed to age-related vocabulary and can express their views in a more advanced way.

Assessment provides a vital part of the teaching process. It is used to inform planning and to facilitate differentiation to tasks wherever suitable to further meet the needs of the children. The assessment of children's work through any given unit is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible with verbal feedback and praise given to children throughout each activity in an art unit. Teachers monitor progress and adjust their teaching accordingly. Subject leader discussions are held with fellow teachers and pupil voice sessions are held with children to allow the art lead to hear their views and ideas.

The art curriculum is enriched through the provision of high-quality resources and CPD, as well as through the implementation of artwork of the month. Every class has a miniature art gallery which displays a framed chosen artwork of the month from Mona Lisa to The Scream. Each month children are taught about the significance of this artwork and the artist who created it. It is hoped that by Year 6 all children will have an in-depth knowledge of 11 important pieces of art throughout history. Cross-curricular links with other subjects are strong and enrichment opportunities outside of the curriculum are encouraged through themed days, visitors and art clubs.

## **EYFS**

Through the strand of 'Expressive Arts and Design', we provide our children with the tools, and inspiration to be a passionate, unique, and experimental artist. We expose the children to significant artists and styles as platforms to inspire and teach foundational mark making, layering and artistry skills. In EYFS, we focus our art in being exploratory and free, whilst exposing children to a range of skills such as observational drawing, digital art, collaborative art, painting, and inventive mark making. We further embed the appreciation of artists and their unique styles by learning about the 'artist of the month'. Through this, our children are exposed to a wide, inspiring range of artists and styles throughout their school journey starting in early years. Children use this exposure as inspiration to create their own impressions independently or collaboratively, or further explore their own unique art style. Our rich range of resources exposes children to a variety of mark making and drawing styles through charcoal, pastels, and pencils. Art is never limited in our early years classroom, it also appears on large scales outdoors which further cultivates a love for creativity and expression.

## **SEN Provision**

At Highfield we are committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel like a valued member of the wider school community.

Provision is tailored to more specific needs in Cedar and the Orchard but follows our knowledge-rich, child-led approach.

