



# The Orchard School

## Subject & Curriculum Leadership Report

Subject area		Art	Subject Leader	Rachael Shaw and Sara Zad
Date		September 2021		
Sections		Summary evaluation		
1	<b>Introduction</b> <i>Why do we teach what we teach?</i>	<p>At the Orchard we teach Art so that our pupils:</p> <ul style="list-style-type: none"> <li>• become confident, creative artists.</li> <li>• Develop knowledge about art and artists which is linked to knowledge in other areas of their learning and helps to build a fuller understanding of art and artists within society, within history and how art can enrich our lives</li> <li>• take creative risks and express their individuality.</li> <li>• experience working with and gain knowledge of a wide range of materials, in both 2D and 3D form.</li> <li>• enjoy expressing themselves in a creative and imaginative way whilst developing their artistic skills.</li> <li>• become increasingly proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• evaluate and analyse creative works using the language of art, craft and design.</li> <li>• know about great artists, craft makers and designers.</li> </ul>		
	<b>2 Curriculum</b> <ul style="list-style-type: none"> <li>• <b>Intent</b> <i>(Include reference to SEND and disadvantaged pupils)</i></li> </ul>	<p>At the Orchard we aim to create a safe and nurturing environment where pupils are encouraged to take creative risks and enable them to believe in their own skills and progress as an Artist. Our Art curriculum equips pupils with appropriate subject knowledge and skills as set out in the National Curriculum programme of study. Pupils will have a carefully planned range of opportunities to produce work, explore their ideas and record their experiences. They will begin to understand the historical and cultural development of their art forms. Teachers teach and model key skills and ways to use media and materials in addition to teaching children key facts about artists and their lives. Teachers plan for the key vocabulary and knowledge children need to develop alongside the skills they need. This planning is designed to draw upon and enrich other areas of the curriculum where there are meaningful links. Teachers also ensure that we provide an exciting, stimulating and supportive environment, in which the pupils can work independently to choose and use a variety of materials and media with increasing care and understanding of the effects and impacts made. By the end of year 2 pupils will be confident in working with a range of materials and will have been taught the artistic skills and knowledge of art needed to produce imaginative effective work. Children will be able to talk about different artists and key features of their work as well as evaluating their own work using appropriate well-chosen vocabulary.</p>		
	<ul style="list-style-type: none"> <li>• <b>Implementation</b></li> </ul>	<p>In Reception the children undertake rich cross-curricular activities to support their progress in working towards completion of the early learning goals within the EYFS framework. The Reception children take part in independent and explicitly taught activities to explore a widening range of media and materials. They learn to talk about, and work with, colour, texture, shape, space and form in two and three dimensions. While Art opportunities are available in the classrooms there is, in addition, a creative area which is equipped with a variety of media, materials and there is available for different groups of children to access with a member of staff. In this creative area there is always an adult led and modelled task and many opportunities, through self-initiated learning, to use and apply these skills.</p> <p>Art is taught discretely in years 1 and 2 and is often linked to the current topic. A carefully designed curriculum with a progression of skills from Reception to Year Two allows important techniques to be taught systematically and progressively. Where appropriate, cross-curricular links are utilised.</p> <p>The Art scheme of work is split into four interlinked strands: <i>Knowledge and Understanding</i></p>		

		<i>Generating Ideas</i> <i>Making</i> <i>Evaluating</i> As part of the <i>Knowledge and Understanding</i> strand the children focus on a different artist or craft person each half term. We want the children to know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times and to know about the materials, techniques and processes an artist has used. The <i>Generating Ideas</i> strand requires children to try out different activities and make sensible choices about what to do next and use drawing to record ideas and experiences. In the <i>Making</i> strand the skills of drawing, painting, and sculpting techniques are taught progressively and in the <i>Evaluating</i> strand the children look at the work of others and express preferences.	
	<p>➤ <b>Impact</b> <i>(Include reference to SEND and disadvantaged pupils)</i></p>	Children are able to work creatively and with confidence. They enjoy Art and are able to take risks and express themselves creatively. Children develop increasing knowledge of how to use a range of media and materials and also about artists themselves and their work. Children are able to demonstrate their knowledge when using tools or skills in other areas of the curriculum, for example using colour mixing to add a finish to a Design and Technology project. Children are able to talk about their artwork and the artwork of others and are able to evaluate what they have produced.	
3	<p><b>Broader curriculum</b> <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i></p>	Art provides an excellent way to enrich the curriculum and link to other curriculum areas, for example, music can complement painting, historical knowledge can be enhanced by model making and there are many great paintings inspired by Biblical stories. At the Orchard we aim to develop children who are confident, knowledgeable and creative artists who are willing to take risks. Art helps children with the development of motor skills, language skills, social skills, decision-making, risk taking and inventiveness. Children at The Orchard will have opportunities to build a wide range of transferable skills that can be utilised across the curriculum and in life outside school.	
4	<p><b>Successes in the subject in the previous year</b> <i>Focus should include the contribution of the subject to meeting whole school priorities</i></p>	<p>➤ Implementing the newly revised scheme of work into planning ensuring good coverage and development of skills.</p>	
5	<p><b>Achievement</b> <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i></p>	<b>Strengths</b>	<b>Areas for Development</b>
		<p>➤ Evidence of Art being taught throughout the school and celebrated through display</p> <p>➤ Children use and apply skills and techniques</p>	<p>➤ Staff to continue to familiarise themselves with the newly revised scheme of work and adapt planning accordingly.</p> <p>➤ Ensure children always pay attention to the best presentation they can</p>
6	<p><b>Teaching</b> <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i></p>	<b>Strengths</b>	<b>Areas for Development</b>
		<p>➤ Teachers are confident in teaching art</p> <p>➤ Teachers model and explain techniques well</p>	<p>➤ Teachers' confidence with newly revised Art scheme of work, related knowledge and vocabulary.</p> <p>➤ Ensure teachers are teaching specific skills in a progressive manner according to the scheme of work e.g. colour mixing to ensure a progressive development of skills.</p>

7	<b>Learning Behaviours</b> <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> <li>➤ Pupils enjoy Art lessons and participate with confidence and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure children always pay attention to the best presentation possible</li> </ul>
8	<b>Leadership/Management</b> <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	<ul style="list-style-type: none"> <li>➤ Pupils are able to talk about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure children have key vocabulary and knowledge to describe and evaluate effectively</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Teachers and SLT high expectations and engagement with subject.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge of the newly revised scheme of work.</li> </ul>
9	<b>Overall effectiveness</b>	Overall, pupils enjoy Art and participate with confidence and enthusiasm. Pupils enjoy learning about famous artists and studying their work. They are able to express preferences and give reasons. Pupils are able to talk about their artwork, explaining what they are doing and what they will do next. Pupils are able to work independently, creatively and confidently.	
10	<b>What is a good learner like on leaving The Orchard?</b>	A good learner demonstrates confidence and independence and also knowledge and skill. They acquire the creative, technical and practical expertise needed to perform everyday tasks confidently with care and with carefully chosen reasons. They evaluate their work and the work of others. They are willing to experiment and find things out.	
11	<b>Key areas for subject development</b> <i>Especially achievement and quality of teaching</i>	<ul style="list-style-type: none"> <li>➤ Be clear about the progression of key skills from year R to year 2 and provide examples to teachers</li> <li>➤ Monitor and evaluate the implementation of the revised scheme through work scrutiny, scrutiny of plans and observing lessons.</li> </ul>	