



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	ART AND DESIGN
CURRICULUM CO-ORDINATOR	Sarah Newby
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020	
What monitoring has taken place in FS/KS1/KS2? ➤ Planning review ➤ Book scrutiny ➤ Data analysis ➤ Pupil interviews ➤ Snapshot observations	Who has been involved in monitoring? ➤ Art Curriculum Co-ordinator / Class teacher discussion ➤ Pupils from each year group
What are the main strengths in this curriculum area?	
Early Years/ KS1 <ul style="list-style-type: none"> Evidence in sketch books and on display of a wide range of Art skills taught. Evidence of cross curricular learning. Adults and pupils enjoy the art and craft lessons being taught. Pupils enjoy the opportunity to be creative. As confidence has increased, FS1,FS2, KS1 teachers have challenged themselves to teach new techniques and skills to the pupils. Whole school art focus for Imaginosity project EYFS - Exposed to many more art skills to support and develop fine motor skills Learning environment of EYFS enhanced with 3d art work and attractive displays. 	KS2 <ul style="list-style-type: none"> Evidence of cross curricular learning which is some year groups has a specific purpose eg- Christmas Fayre Some year groups have enjoyed learning about different artists through time. A wide range of skills taught and skill progression especially noticeable in Years 3 and 4. Pupils have been taught new skills that can be transferred to other areas of learning. Whole school art focus on the Imaginosity project.
What are the areas for development in this curriculum area?	
Early Years/ KS1 <ul style="list-style-type: none"> Clearer progression of skills across KS1 Coverage of all skills required for KS1 in preparation for KS2 Evidence of new marking scheme - VF - discussion Focus on PP pupils 	KS2 <ul style="list-style-type: none"> To ensure that progression of skills is developing throughout the whole of KS2 so that by Y6 pupils are competent and confident in working with a wide range of media. To improve their mastery of art and design techniques,



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<ul style="list-style-type: none"> • Clear modelling of skill to be taught • Pupils taught how to set up art stations and clear up. • To improve mastery in art and design techniques. • Pupils are given more opportunity to experiment with different media. • All pupils to experience working with various types of paint, for example dry powder on a wet surface, diluted paint or paint thickened with PVA; • All pupils to experience applying paints to a surface with a variety of tools and in different ways, for example dab, smooth, wash, sponge, stipple or stroke 	<ul style="list-style-type: none"> • including drawing, painting and sculpture with a range of materials • That all year groups in KS2 be taught about great artists, architects and designers in history using the support given in the progression mapping for the art curriculum • Pupils to be more independent in setting up and clearing up art stations. • That pupils are given opportunities to experiment with a range of techniques. • More IT to support art
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How is pupil progress and attainment evaluated?	
<p>Early Years/ KS1</p> <ul style="list-style-type: none"> • Pupil progress and attainment completed in Autumn 2 on TT and summary assimilated and analysed by Art Curriculum Coordinator • Pupils have self -assessment and success criteria at the beginning of each unit of learning. • Stars and Targets • Art is reported to parents. 	<p>KS2</p> <ul style="list-style-type: none"> • Pupil progress and attainment completed inn Autumn 2 on TT and summary assimilated and analysed by Art Curriculum Coordinator. • Pupils have self -assessment and success criteria at the beginning of each unit of learning. • Peer assessment • Stars and Targets • Art is reported to parents

Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020
<p>Early Years/ KS1/ KS2</p> <ul style="list-style-type: none"> • No data due to Covid 19 shutdown

What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)
<ul style="list-style-type: none"> • To ensure that Mill Hill's Curriculum published on the school website and in teacher's curriculum folders is being taught throughout the whole school. • That the Art to be taught across the year is clearly identified on the curriculum maps and that all pupils have their entitlement to that as part of a broad and balanced curriculum to reflect its importance. • That all year groups study an artist/ craftsperson/sculptor sometime through the year and that the person is identified on the curriculum maps at the beginning of the year. • That all year groups experience using powder paint, mixing it with other mediums, colour mixing, working on different surfaces as part of their learning. • That local artists are invited into the school to share their techniques and skills. • That sketch books are used as part of the planning process for a finished product and that the learning is not just ticked and initialled, that there is evidence of VF to move the learning forward. • That the assessment support information for art is used to help in the accurate assessment of learning.

What are pupil attitudes to this curriculum area?
<p>Early Years</p> <ul style="list-style-type: none"> • Not collected due to shutdown

What are pupil attitudes to this curriculum area?
<p>KS1</p> <ul style="list-style-type: none"> • Not collected due to shutdown

<p>KS2</p> <ul style="list-style-type: none"> • Not collected due to shutdown
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How does this curriculum area contribute to the teaching of English and Mathematics?
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<p>ENGLISH</p> <ul style="list-style-type: none"> • Explanations • Reasoning • BOOK WEEK • Research reading work on ipads • Writing up a process • Labelling 	<p>MATHS</p> <ul style="list-style-type: none"> • Measuring when using and joining different materials, quantities. • Estimating when combining different materials, age of artists. • Creating a colour wheel • Calculating amounts needed when painting, making collage. • Patterns in nature • Time line of art through the ages
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<p>What are the key resources?</p>
<ul style="list-style-type: none"> • Art Curriculum overview to support progression and teaching of art through the school • Dialogue and support of Art Coordinator for class teachers • Art resource books in the learning centre • Well stocked art cupboard and classrooms with appropriate resources • Wide range of paints and brushes to suit different purposes. • Range of collage materials, papers, cards etc.

Curriculum intention: What are the objectives of your curriculum area?

<ul style="list-style-type: none"> • Art, craft and design at Mill Hill is a valued and integral part of our broad and balanced curriculum. • Pupils are encouraged to explore their imagination • Pupils develop their knowledge and understanding as well as their skills. • Pupils learn about the achievements of artists, designers and craftspeople from many different times and cultures. • Pupils are given the opportunity to express ideas attitudes and values • Develop and encourage critical and creative thinking. • To contribute to cross-curricular learning and to various events and activities in the school year. • It provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts people that are studied. • To celebrate the wide diversity of our school and embrace our different cultures, faiths and beliefs.

Curriculum intent and implementation:
How is your curriculum area sequenced, structured, designed and implemented?

<ul style="list-style-type: none"> ❖ Through a carefully planned Art and Design Curriculum progression of learning from Reception – Y6 pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques. ❖ The Art Curriculum is designed to support teachers with a breakdown into (early years, Y1, Y) (Y3, Y4)(Y5, Y6) each section explains what skills need to be taught at each stage, the resources to develop skills and techniques, suggested artists, craftspeople and sculptors. ❖ Teachers are provided with support for assessment opportunities with guidance on pupils being working towards, on track and greater depth. ❖ A clear assessment criteria table for all year groups. ❖ Teachers use the art curriculum information and indicate what skills to be taught across the year. All year groups are expected to offer their pupils a range a skills and techniques to be taught so that these can be built on, expanded and enhanced. ❖ All pupils have an entitlement to art. ❖ The art taught at the Vine is cross curricular and links to many areas of learning.

How does the school vision and values impact your subject intent and implementation?

We live the Mill Hill Values; it threads through the whole Curriculum. The Art Curriculum taught at Mill Hill is inclusive, it gives opportunities to celebrate talents, share skills, build resilience and learn collaboratively, creatively and responsibly. The cross curricular nature of the Art Curriculum allows Pupils and staff opportunity to reflect on our developing awareness and respect for diversity and an understanding of the social, moral and ethical implications that impact our world. Due to its cross curricular nature it helps develop an appreciation of the wider world and its culture, music, design, artists, designers, craftspeople, film makers, writers and architects and we celebrate this.

How does your curriculum reflect the British Values and SMSC?



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- ❖ The British Values and SMSC form an integral part of the Art Curriculum – it gives pupils opportunity to reflect on and about our beliefs, it values of human experience, it using their imagination and creativity, and develops curiosity in their learning,
- ❖ Pupils develop and apply an understanding of right and wrong through the moral, social and ethical implications of ethically and economically sound systems and products, thorough their learning.
- ❖ The Art Curriculum give pupil opportunities to collaborate creatively and responsibly in a range of activities requiring social skills and team working, building resilience and challenge.
- ❖ Through this curriculum area our pupils develop awareness of and respect for diversity in relation to e.g. gender, race, age, religion and belief, culture, sexual orientation and disability,
- ❖ Our curriculum enables our pupils to develop an appreciation of cross curricular learning with other subjects and theatre, music and literature to inform their art and creative development, visiting galleries, museums, design centres and through working with artists, craftspeople, designers, film makers and architects
- ❖ Our Art Curriculum develops a respect for the creative practice of others,

Which areas of your Curriculum Action Plan require focus in the next academic year?

- ❖ To ensure that Art and Design Curriculum is being followed by whole school so that progression can be tracked.
- ❖ To ensure the new support and guidance material for assessment in art is being used.
- ❖ Opportunities to improve and increase mastery and greater depth.
- ❖ To grow cultural links related to art – Artists in, Art work borrowed, cultural visit out to gallery, museum etc.
- ❖ To ensure that teachers feel confident when leading learning and use the correct language and resources.

What CPD has been attended?

- Art master class for all teaching staff on mixed media

What has been the impact of the CPD?

- Teachers feel more confident in the subject
- Whole KS art displayed at the local library in Northallerton.