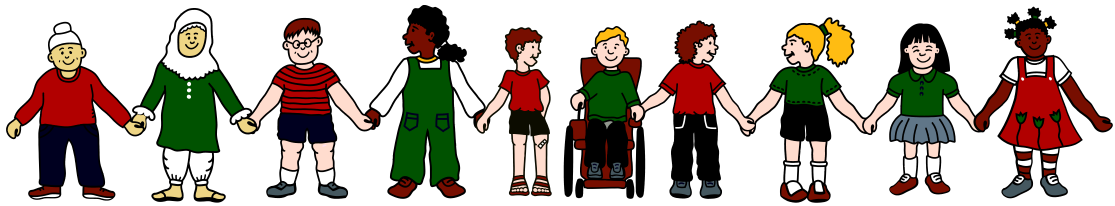


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



Art and Design Report for Governors

2021/2022

**Art and Design Report for Governors
2021/2022
Curriculum Leader: Maxine Humphrey
Governor: Judith Garley**

Statement of intent

The national curriculum states that pupils should be taught:

- to use a range of materials to creatively design and make products
- to use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links to their own work

Using the HES scheme of work, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. Our intent is to ensure all pupils produce creative, imaginative work. Pupils have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. We aim for pupils to become confident and proficient in a variety of techniques, including drawing, painting and sculpting, as well as other selected craft skills; for example collage, printing and weaving.

Pupils develop their knowledge of famous artists, designers and craft makers. They develop their interest and curiosity about art and design through a series of lessons offering skills and knowledge progression. These are topic-based lessons that involve cross-curricular learning. Art and design allows pupils to develop their emotional expression to enhance their personal, social and emotional development.

Comprehensive and detailed planning for art and design lessons is on the server. Each year group focuses on different artists, designers or sculptors to avoid repetition and continue extending pupils' knowledge. Key vocabulary and artistic skills are consolidated throughout Key Stage 1 as well as new skills and new vocabulary being learnt.

Leading Art and Design

The role of the curriculum lead is to continually monitor the quality of teaching and the curriculum that is being taught across the school, to ensure a creative and spiralled curriculum that is accessible to all pupils and supports those pupils that are disadvantaged or have Special Educational Needs and Disabilities (SEND). This is achieved through our school monitoring cycle which includes lesson observations, work scrutiny, display monitoring and photographic evidence. Photographic evidence is displayed in the art and design photographic evidence file. All other evidence is kept in the art and design curriculum file, which is monitored by the head teacher each academic year. Pupils are also involved in the monitoring of art and design through the collection of pupil voice from each year group.

Further monitoring takes place through curriculum leader reports, which are shared with curriculum link governors. Governors also take part in learning walks throughout the year.

Parents are kept informed of the art and design curriculum through the curriculum map and journey that are published on the school website. These were updated and added to the website in the spring term 2021.

Curriculum Intent

Teachers plan a creative, holistic, spiralled curriculum to ensure that art and design learning happens in a sequential and progressive manner. This enables pupils to build upon previously learned knowledge and skills and embed what they have learnt. The HES scheme, together with our curriculum journey, guides teachers in planning for teaching knowledge and skills progressively, so that pupils have the opportunity to develop their techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. We are currently looking into subscribing to the Kapow Primary scheme, which has an excellent focus on cultural capital, to support teaching and learning further.

This year the curriculum objectives have been delivered through the following topics and areas of learning.

Foundation Stage CIL ongoing continuous provision of mark-making, painting and exploring construction resources such as recycled materials for model making.

Nursery

Autumn - Nursery Rhymes / Celebrations

- Ladybirds: painting skills, brush skills
- Primary colour names
- Firework pictures
- Humpty Dumpty paintings
- Paintings of spiders
- Decorating party biscuits
- Playdough ladybirds
- Weaving and sparkly webs
- 3D Spiders
- Playdough cakes and candles
- Exploring the mark-making area with variety of media
- Diwali rangoli patterns with chalks
- Printing with fruit and vegetables, observing colours, blending and changes
- Observational drawings of fruit
- Christmas tree decorations
- Making Christmas cards

Spring - Jungle Animals / Growing

- Drawings
- Mother's Day cards
- Painting spring flowers
- Tissue paper flowers

Making bookmarks – creating patterns
Paintings of jungle animals

Summer - Sand and Water

Colour & Tone

Painting collage frogs and tadpoles
Creating and making musical instruments
Rainbow fish collage
Summer pictures – hot colours
Seaside pictures
Sand pictures
Pirate hats
Telescopes and binoculars
3D crabs
Dancing octopuses

Reception

Autumn – The Three Little Pigs/story telling/wolves and environments

Self-portraits, colour-mixing skin tones
Wolf paintings- creating grey tints and shades by adding white and black, learning different brush strokes
Wild animal paintings – colour mixing.
Building houses with construction resources
Recycled material houses
2D shape wolves and pigs
Stick puppets
Tissue paper autumn trees
Sketchbook on the tablet to draw traditional tale characters.
Christmas cards

Spring - The Gingerbread Man/safe journeys

Blossom cards and pattern making with natural resources
Drawing seasonal changes of a tree.
Chines New Year figures
Valentine's Cards – colouring in enclosed lines.
Clay gingerbread man
Recycled material models
Easter cards and activities
Mother's Day cards
Creation story artwork
Observational paintings of tulips
Constructing a boat

Summer - The Little Red Hen/life-cycles/growing

Pattern & Line

Observational drawings of plants
Collage hens

iPad app 'Sketchbook' to recreate the painting 'Haystacks' by Claude Monet
Art inspired by Paul Klee: 2d artwork
Father's Day card.
Clay sculpting – leaf shapes
Drawing seasonal changes of a tree.

Year 1

Autumn – Healthy Bodies / The Natural World/ Animals

Tissue collage self portraits
Art straw skeletons
Giuseppe Arcimboldo – fruit faces
Andy Goldsworthy – Natural Art
Clay hedgehogs
Colour mixing
Observational animal paintings
Handprint wreaths

Spring - Winter

Art straw skeletons-Funny Bones
Colour mixing: cool blues: Vincent Van Gogh
Winter art - colour washing, paint flicks
Sketching – observational drawings
Springtime flowers

Summer – Plants and Seaside

Digital art

Use 2Animate to make a digital story
Sunflowers – Van Gogh
Colour mixing
Life Size Gruffalo Printing
Seascape picture
Felt sea creatures
Kandinsky circles
African sunset pictures

Year 2

Autumn - Healthy Me / An Island Home

Still life painting / observational drawing based on the work of Cezanne
Fabric collage – Katie Morag portrait
Christmas tree decorations
Shading – Guy Fawkes portrait
Pattern making – fruit cross-sectional drawings
Card and shape collage – crocodiles
Silhouettes, quilling and collage – 3D firework pictures

Spring - A Land Far, Far Away

Inuit faces
Native American landscapes
Spring photography and editing (Mother's Day / Easter cards)
Bruegel skating scenes (also perspective)
Print with objects to make spring flowers
Pattern and wax resist umbrellas
Clay tiles – printing with natural objects, flowers leaves, grasses

Summer - Nature Detectives

Form dough mini beasts
Monet – tissue collage flower meadows
Pond creatures – watercolours & chalk pastels
William Morris – repeating patterns from nature / digital images using RM paint
Press print mini beasts
Felt butterflies (links to DT – sewing)

Curriculum Implementation

Is art and design taught in a rich and varied way?

The art and design curriculum is taught in a rich and varied way, with strong cross-curricular links to other subjects. This helps bring learning to life and make it meaningful within a context. Our school's highly creative curriculum provides a wonderful range of contexts for the pupils to explore and develop their art and design skills and curriculum time is given to art and design with art and design lessons being a part of the topic learning every term. Art and design lessons are high quality and are well-planned to suit specific themes. Each key stage focuses on different themes linked to year group topics to ensure continued interest in the subject as well as acquiring new knowledge. For example: in Nursery, art work is closely linked to nursery rhymes in the autumn, plants and animals in the spring and seascapes in the summer; in Reception, as part of the topic of The Three Little Pigs, the pupils explore shape, form and space by constructing houses using recycled materials; year 1 pupils make self portraits as part of the topic on healthy bodies; year 2 make crocodile collages during their topic on The Enormous Crocodile by Roald Dahl.

What has been done to improve standards?

I had a full handover from the outgoing curriculum leader in September 2021. The curriculum journey has been updated with input from all staff. The curriculum vocabulary has been updated to ensure that all staff know the key vocabulary for each art and design topic. Pupil voice is monitored to ensure the children are developing an understanding of the curriculum vocabulary used. I have attended the 'Stevenage Creative Network' meetings to share how we are being creative in our school, to gain ideas for how other schools have been creative and to get our school involved in art and design projects across the 'Network'. I have been exploring the Kapow Primary website with a view to subscribing to this Scheme in the new academic year to support teaching and learning and to further improve standards.

Overview of this year so far: progress towards the implementation of the art and design curriculum 2020/2021

This has been another exciting year in art and design at The Giles Nursery and Infants' School. The pupils have enjoyed a variety of exciting and creative learning that has been taking place in art and design lessons. They have enjoyed taking part in topic based creative activities throughout the year.

In the summer term, the Giles Nursery and Infants' school will be taking part in a project to design a sculpture or bunting for Stevenage Museum to display alongside an exhibition for the Queen's Platinum Jubilee.

The Stevenage Creative Network submitted a bid for the Network Development Funding from ROHB. The bid was successful. The application targeted an identified need – Mental Health and Wellbeing – agreed need across all schools in all phases and also a recognised need of staff. This will consist of 5 sessions, beginning in the Summer term 2022. The pupils at the Giles Nursery and Infants' school will complete the 12 sessions of 1:1 or small group work in an art form to impact MH Wellbeing. Strategies could potentially be tested at a whole class level.

During the week we collected donations for the 'Stevenage support Ukraine' charity, pupils used their artistic skills to make 'thinking of you' cards for the families of Ukraine.

The art and design policy was reviewed and updated in December 2020 and will be reviewed again in December 2022.

I have been exploring the Kapow Primary website with a view to subscribing to this Scheme in the new academic year to support teaching and learning and to further improve standards.

During 2019/20, we implemented the newly revised curriculum journey for art and design. This is a comprehensive document clearly stating the progression in skills and knowledge throughout the school in this subject area, including the acquisition of key art and design vocabulary across a pupil's progression through the school. It enables teachers to ensure that the teaching of skills and knowledge is sequential and built on skills and knowledge taught previously. It is a key resource for teachers to ensure that opportunities to revisit key learning are built into the planning so that pupils have the opportunity to commit the skills and knowledge learnt to memory. This document has proved to be essential for the teachers from Nursery through to year 2 in identifying gaps in learning due to school time missed. The staff team have met on twilights to ensure all subject vocabulary is agreed and updated for this area for the year 2021/2022. We checked that pupils are being provided with the opportunity to catch up the skills they have missed out on due to the pandemic. Activities have been updated on the curriculum journey.

Observations are planned for the summer term of 2022. This will provide feedback on how much the pupils are enjoying art and design lessons throughout the school and indicate areas of development.

Photographic evidence for art and design learning opportunities that pupils had across the school in 2021 was collected.

During the spring term, reception, year 1 and year 2 took part in a competition being run by Stempoint East as part of British Science Week 2022.

The Challenge was:

- To 'Create' a Plant' using 4 sheets of plain or coloured A4 paper only (from your recycling bin/crate)
- Use scissors and their engineering skills to create their plants.
- Research different types of plants, their colours, shapes, what they feed on etc
- No glue, sticky tape, staples or paper clips to be used
- Take no longer than one hour, including practising techniques
- Recycle their plants at the end of the competition

Each class voted on their favourite, for technique and structure. The school council then picked an overall winner to be put forward to Stempoint East. Our overall entry from Giles Infants was Borris from Red Foxes - Year One. Winners will be announced after Easter.

Curriculum impact

Art and design is loved by teachers and pupils across school. Pupils learn about artists and then create artwork inspired by them, such as the natural material artwork in year 1 inspired by the work of Andy Goldsworthy. They are encouraged to reflect on works of art in order to identify how art evokes a response in the viewer, or to look at techniques. Pupils develop resilience and are able to improve their skills by having frequent art and design opportunities in school.

Observations ensure that quality first teaching and consistency across each year group is evident; learning is building on previously learnt skills and knowledge; teaching assistants are deployed appropriately to ensure that they support pupils to bridge any gaps in their learning and pupils secure their skills and understanding in art and design. Learning walks, pupil voice, moderation and staff meetings/twilights ensure further consistency.

Art and design assessment data for key stage 1 is uploaded to SIMS twice a year, in the spring and summer terms respectively, in order that pupil progress can be tracked. The data for early years is tracked through SIMS and is updated once every term. The data for 2020/21 was reviewed in the autumn 2021. SIMS will soon be updated to Arbor.

Moving forward: Actions for 2022/23

- carry out planned whole school moderation in art and design
- carry out planned observations in art and design across the school
- carry out planned review of art and design through pupil voice
- continue to collate photographic evidence of displays and pupils' work
- oversee workshops if support is required
- review resources and update as and when required
- collate and analyse summer term art and design data
- ensure that clear and consistent key vocabulary is continuing to be used in the delivery of art and design lessons
- Continue to review and update the curriculum journey.

- Take part in the Stevenage Creative Network MH and well-being art project.

Art and Design Key Vocabulary

Autumn

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small primary colours, red, yellow, blue, secondary colours, orange, green, purple, mix cut, stick, paper clay, pinch, roll
Y2 Key Vocabulary	Pattern, fabric, texture, layer, collage, detail, fine, thick, curved, straight, shade, still life, portrait
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel

Spring

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small cool colours, tints, white , thick, thin (consolidate), soft, line, straight, curved
Y2 Key Vocabulary	Perspective, print, pattern, colour wash, landscape, photograph, edit
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel

Summer

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small warm colours, warm, primary colours, secondary colours, red, yellow, blue, green, orange, purple (recap) fabric, sew, felt, wool cut, stick, tear
Y2 Key Vocabulary	Tone, secondary colours, fine, thick, curved, straight, shade, observational, digital image, sculpture, form
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel