



WESTFIELD PRIMARY SCHOOL

2024-25

Art Subject Report

Subject	Art	Date	July 2025
Report prepared by	Marie McAteer		
Overview of the year: September 2024 - July 2025			
<ul style="list-style-type: none"> Continued celebration of art throughout the school - all closely linked to various celebratory weeks, with cross-curricular links. All pieces from EYFS - Y6 are of a high standard. Writing Week - whole school displays. Continued QA - focus on coverage in sketchbooks - sketchbook coverage is continually improving across all year groups. CPD offered to teachers through AccessArt Year 4 took part in Delight Art Project over the course of the Spring Term. Finished pieces displayed in the Pod. Local art competition - St Mark's. Children from Year 6 took part in a competition where they were asked to complete a piece of artwork for the front cover of a flyer - Garden Tea Party. Da Vinci's Den being used for Art Club - during lunch time, and timetabled slots for KS2 classes. Whole school art collaboration - in celebration for Mental Health Week - displayed in Da Vinci's Den. This is an annual whole school activity Sketch Club - Wednesday mornings Y2-5 - hugely popular - to continue next academic year. 			
Curriculum: Intent, implementation, Impact			
<u>Intent</u>			
<ul style="list-style-type: none"> To grow a Westfield child from EYFS to Year 6 who is an independent, confident learner with high aspirations, following our PRIDE values. Giving children rich, creative opportunities that they may not get to experience outside of school. Each individual child gets to be proud of a finished masterpiece that we celebrate across the school. Children feel pride in their artwork, which enhances self-esteem and well-being. Instil a lifelong enjoyment of reading, exposing our children to high quality texts within an engaging curriculum - ensuring children are exposed to rich, cross-curricular, creative links. Bringing books to life - celebrating links between authors and illustrations (our class doors), celebratory days/weeks throughout the year. Ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs. Giving children at Westfield exciting opportunities to broaden their horizons and views on the world around them. To enable all children to experience a rich cultural capital through our curriculum & enrichment activities, developing the life skills to become a successful member of our global society. Exposing every child to different influencers (past and present), artists, etc. To give each individual child motivation to be whoever they want to be! To provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Artistic skills are built upon each year - revisiting and exposing them to a broad and exciting curriculum - giving them opportunities to grow and prosper as individual thinkers and creators - the Westfield Way! 			

Implementation

In all year groups, lessons are planned using direct links to the creative curriculum topic within each year group. These links are mapped out through a clear skills progression map, and subject overview. The knowledge and skills statements are built upon year by year, so that children's learning is constantly deepened and challenged. The work of famous local, national and international artists is explored to enhance the children's learning, and bring their study to life, broadening their views of the wider world as well. The children's learning and celebrated work is always on display, in classrooms and along corridors. Westfield's print rich environment is one to admire! In all year groups, a teacher is responsible for planning this subject area using the year group overview as their guide. Teachers lead discussions and model skills to pupils along with discussing using technical vocabulary. Pupils are guided by teachers but have the freedom to be creative with the materials used in the topic, and have opportunities to discuss and critique each other's work in order to develop it further.

Impact

Pupils' sketchbooks are used to experiment and demonstrate skills and control and technique with media such as pencil, pastel and paint. Sketchbooks allow children to feel comfortable and proud of their work - not every piece has to be perfect which builds children's esteem and confidence and overall wellbeing.

Teachers are becoming really confident in teaching the specific skills - through bespoke training.

Verbal/informal assessments take place during each lesson. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Formal recording of data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Teachers and children have the opportunities and resources readily available - to allow creative learning to be smooth and enjoyable for all.

Overall, Children at Westfield get to experience an exciting, rich and creative curriculum that allows every child to feel pride, excitement in their artistic journey.

Next steps:

We will continue to look at more opportunities to enhance learning and skills of all children across KS1 and KS2. More opportunities to strengthen pupils' and teachers' confidence through workshops and training. This is all budget depending.

September 24 - Art Showcase after Diversity Week.

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ul style="list-style-type: none">• To ensure the subject is taught to a high standard.• To monitor assessment of Art and Design in all year groups• To broaden Art curriculum further and build on external links and opportunities for children.• To ensure that cross-curricular links continue across the school.	<ul style="list-style-type: none">• Can we use our sketchbooks more for wellbeing times, cross-curricular links - grammar sessions - similar to Year 6.• How can we continue to achieve high quality coverage in our sketchbooks?• How can we collaborate more across year groups?

<ul style="list-style-type: none"> • Art is seen as an inclusive subject, allowing children to be creative in a relaxed atmosphere. 	
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>Sketchbooks are continuing to show improved/better quality coverage. Children are using these to revisit/review/better their overall work. Good, steady progress across the school. A print rich environment in the school, learning and artwork are display to a high standard. Children's work is celebrated across the school, with strong links across subjects. Skill development is strong throughout both KS1/2.</p> <p>Pupils are excited to see their artwork on display, children can be seen informally stopping in the corridors - admiring and evaluating artwork displayed.</p>	<p><i>September 2024 - 2025 - £3000</i></p>
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Children are taught about art around the world which opens their eyes to how this varies - they learn about cultures and how this differs to their own. • There is rich cross-curricular links across the curriculum. • The children have a fantastic range of topics throughout the school and the planning is detailed, allowing children to explore a wide range of techniques. • The children learn about art through history, for example creating pattern designs replicating the William Morris pattern design. • They get the chance for group work and discussions to promote skills - showing respect, and kindness to each other - the Westfield Way! • Children are taught about the importance of recycling and creating art using recycled materials to help look after the planet. 	<ul style="list-style-type: none"> • British values are delivered through activities that the children enjoy and they are given the opportunity to learn about the world around them and how art changes throughout different cultures - Diversity Week • Children can reflect and comment on artists reasons behind their work allowing them to see how key messages and thoughts are often shown through art • British art/design is promoted in all year groups. • Pupils are able to work as a team to build resilience and gain social skills and the ability to share and discuss ideas. They are also given the time to peer-assess, encouraging self-confidence in many children
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
	<ol style="list-style-type: none"> 1. For art supplies top up. 2. Visit from an artist - workshops?

1. To organise workshops for whole school - budget depending.

3. Gallery visit - budget depending?

Subject Web: Why do we teach what we teach?

Every child is entitled to a broad and balanced curriculum, which is catered for in our Art teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Art curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding, through producing their own product linking to their creative curriculum topic, and promoting the moral and mental well-being and development of our pupils through evaluating their own and others' work. Art prepares pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.

6 key skills:

1. Evaluate and analyse creative works using the language of art, craft and design.
2. Be able to communicate their thoughts about existing creative works and explain ideas for their own.
3. Plan the order of their work, choosing appropriate materials, tools and techniques.
4. Be proficient in art and design techniques and independently apply these.
5. Think critically about their own and others' work.
6. Be able to self-reflect in order to justify their choices and improve when possible; to become independent in their thinking and style.

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale for Art that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw) provides evidence through termly book looks, photographs and planning, that children are learning and mastering their artistic skills. Displayed work is celebrated throughout the school.

Topics/artists focus taught across each year group - see Overview

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

A good learner is able to experiment, practise and master their artistic skills. They are able to evaluate their own artwork and amend/alter elements to better their work. They are able to review the work of their peers - and learn from one another through discussion. Children are excited about their work and proud to show off their final pieces.

What are the 7 key components of a good learner in your subject?

- Experiments with different materials, resources and amends as they go along
- Evaluate and analyse creative works using the language of art, craft and design.

- Be able to communicate their thoughts about existing creative works and explain ideas for their own.
- Plan the order of their work, choosing appropriate materials, tools and techniques.
- Be proficient in art and design techniques and independently apply these.
- Think critically about their own and other's work.
- Be able to self-reflect in order to justify their choices and improve when possible.

<p>What does Fast Feedback look like in your subject? Informal, on the spot verbal feedback - throughout lesson. Motivational stamps/comments with next steps - can be used to encourage chn.</p> <p>How do you know this has been effective for children's progress? Quality assurance checks by the Subject Leader</p> <p>Evidence of children self/peer assessing their work and reviewing/improving/revisiting.</p>	<p>Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? Yes - annual training. Subject Folder holds all information pertaining to QAs, subject networks, informal networks, training PowerPoints etc), research activities.</p> <p>What has been the impact of this on the children and staff? Art is not an SDP priority Teacher's confidence is improving. Access to AccessArt allows teachers to work/study in an area that they want to develop/research; this is accessible anytime on request from the teacher. Pupil voice and QA - termly Sketchbook coverage - quality is improving; to continue building on this.</p>
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