

## Cleves Visit Subjects - Summer 2021

<b>Trustee</b>	<b>Emma Bird</b>
<b>Subject Lead</b>	<b>Bryony Hall</b>
<b>Date</b>	<b>5<sup>th</sup> July 2021</b>
<b>Subject</b>	<b>Art and design</b>

<b>QUESTIONS</b>	
How long have you been subject leader?	This is Bryony's third year and she is leaving at the end of term.
Were you given sufficient training to be subject leader?	No. Sasha was the art coordinator for many years and Bryony felt it was hard for Sasha to let go. There was no handover.
Who do you go to if you need support?	Chris, Craig, sometimes Sasha.
Do you feel well supported?	Yes for the last year and half Bryony felt she has really been able to get 'stuck into' her role.
What steps have you taken to bring improvement or add value to the subject you lead?	In the past year the curriculum has had a total revamp. There is now focus on knowledge and retrieval powers of students as well as motivating and exciting them. Prior to the revamp, the art topics had been in place for many years and we not as relevant as they could be and, in some cases, were boring. The range of artists has moved away from purely white, male and is now more diverse.
Can you explain the curriculum intent for the subject for children's four years at Cleves?	Teaching different techniques, allowing children to express themselves. Studying key pieces of art / artists / periods which are linked to the students' key piece of art.
What have you done to implement it? (Can you give one or two examples.)	Looking at a good range of artists helps develop knowledge of pieces and artists. The aim is to show the pupils a wide variety of skills and knowledge and to ensure that all required skills are covered e.g. digital art, textiles, drawing etc.
What impact are you aiming to achieve over children's four years at Cleves?	Enthusiasm for art, creativity, confidence, recognising key pieces of work and techniques from artists. Encourage the children to independently assess their pieces and see how they can be further developed using the knowledge and skills they have accumulated.

<p>How do you know you're on track to achieving that impact?</p>	<p>Assessments are yet to be developed of levels of working e.g. expected, greater depth. Bryony will be discussing this with Florence (the new subject leader next year). There is an assessment of pupils' key pieces. They do check that pupils can answer questions about their key pieces. Everything leading up to a key piece is recorded in their books.</p>
<p>Do you get the opportunity to carry out any monitoring (prior to Covid disruption?)</p>	<p>No not yet. This was easier and better prior to Covid when Bryony could pop into a class to give support or help. Everything is done via email now and some, less confident members of staff, find that harder. Before the curriculum revamp, year leaders were asked for feedback about what they wanted. Bryony would like to speak to pupil voice about the new curriculum.</p>
<p>Do you keep evidence of your own work and of children's work samples?</p>	<p>Yes all work is scanned and samples are kept in the curricula area of the shared drive. Pupils work is recorded not to just to give examples of e.g. a good standard of work but also to view pupils journeys and understand where they struggled, secured or exceeded. Bryony's work is kept in the art coordinator folder and it has a complete overview of the curriculum and required skills etc.</p>
<p>How would you describe outcomes in your subject area?</p>	<p>Outcomes are developing well. The assessment side needs some work but the re-plan of the curriculum has gone very well and is now broad and interesting.</p>
<p>Why do you think identifying key knowledge is important?</p>	<p>It broadens pupils understanding and creates links to be able to use their knowledge in later life.</p>
<p>How do you build in retrieval?</p>	<p>There is a key piece in each unit. There are a broad range of key pieces. The pupils look at key facts for each piece e.g. who created it, when, why, where is it now etc. The fill in the facts around the key piece.</p>
<p>How do you support colleagues? Can you give an example?</p>	<p>Regular emailing at the moment. There is variability amongst the staff – some are more confident and others need more support. Art tends to drop off in year 6 as there are so many other things to focus on and some staff in year 6 are not as confident. Bryony would like to provide more support here. Bryony does provide art lessons from the knowledge planner e.g. to ensure all key facts are covered.</p>
<p>What next for your subject – is there scope for even more?</p>	<p>Assessments are important. Bryony went on a course in Jan which was fantastic and will share her ideas of what can be developed further with Florence e.g. pop art in year 5 – observational picture of a shoe, decorate it with pop art techniques. If the course is available again, Bryony recommends that Florence attend.</p>

<p>How do you link your subject into other subjects' curricula?</p>	<p>Most of the art units are linked with topics e.g. rainforest, Egypt. There are only 1 or 2 important art units that do not link e.g. impressionists.</p>
<p>Does safeguarding feature in your curriculum – and if so, how?</p>	<p>No it doesn't feature. From a societal standpoint, the curriculum is better as it role models more diverse artists, techniques and styles.</p>