

Intent

Art and design supports our school vision of inspiring *life in all its fullness* through the provision of the widest possible breadth of curriculum and through developing and using creativity in all we do.

The intent of our art curriculum is to discover, develop and nurture children's artistic skills as they move throughout the school so that they become confident and creative in the work they produce using a range of different media. Our art curriculum is designed both to teach in a progressive way the key artistic skills as set out within the National Curriculum and to provide the opportunity for creativity in using those skills in a range of projects and activities, recording from experience and from imagination. Our art curriculum also aims to build all children's cultural capital through teaching, learning, talking about and evaluating different artists' work and artistic styles and through visits to galleries, including the world-class galleries our context in London provides.

Our expectations in art and design are high for all pupils and our curriculum and its associated enrichment activities provide very high quality art experiences.

Implementation

- Taught by class teachers, with support from part-time specialist TA.
- Specialist TA provides CPD to all other staff through their shared work on projects and tasks.
- Ongoing assessment by class teachers, with end of year assessments against key statements reported to parents in annual reports.
- Recent enrichment activities include after school art club, opportunities to sketch from life (e.g. on the Heath and Buckingham Palace), visit from artist and visits to galleries (e.g. Y4 Museum of Brands trip, Y6 zoom workshop artist). Opportunities to share/celebrate work in class assemblies, display in school (including in classroom gallery areas) and in school art exhibitions.
- Art activities are often linked to other areas of the curriculum (e.g. space themed art work in Y5, linked to Science learning) and to our Christ Church Arts Project or other themed weeks (e.g. Try Something New calligraphy, batik and tie dye workshops).
- School has a good supply of art resources for different projects and using different media; these resources have grown considerably over recent years.



- Adaptations are made to resources or support where needed to ensure children with individual needs can participate
 - Skills are taught progressively through the school in five areas (drawing; painting/use of colour; sculpture and collage; printmaking; and an area of wider skills including review and evaluation of own and others' work and taking inspiration from other artists)
 - Sketch books are used across Key Stage 2 and demonstrate progress in children's skills
- Wide-ranging home learning tasks were set following our planned art curriculum between March and June 2020 and again between January and March 2021. Art activities were also one of a planned suite of well-being activities as classes returned to school on both occasions.

Impact

- All children have many opportunities over each year to be creative and to produce work that is valued and that they are proud of. Children very much enjoy art experiences at school, both within the curriculum and across our range of enrichment activities.
- All children develop their skills using a range of techniques and media, becoming more proficient from their varying starting points.
- Children develop their understanding of artists, artistic styles and how art work is displayed, viewed and appreciated.
- Children continued to use and develop their artistic skills during our periods of home learning, producing high quality creative pieces at home and having the opportunity to share them with others

Whole school standards (two year trend)

Last year's key developments and successes in 2020/21:

- Christ Church Arts Project Autumn 2020 (20/21 target achieved) - visual arts inspired by UNCRC articles and sustainable development goals - was very successful with online gallery shared with the school and wider community and across the UK by UNICEF. Mixture of both individual and group collaborative pieces worked very well and we have continued to display the group pieces around school into Autumn 2021 as parents/visitors start to return. See information and examples of art work at the end of this report.
- Range of artists used as inspiration has widened (partly as a result of consideration of anti-racist curriculum review) (20/21 target achieved) and children have learnt about the backgrounds of these artists as well as their work (e.g. Helen Zughaib's refugee-inspired work, Joana Vasconcelos' wind turbines, Chris Ofili's mixed media work)
- Christ Church Arts Project Spring 2021 (additional successful development) also focused on visual arts (this was completed by the whole school during the second home learning period). The home learning teaching videos created by Susie Foster (specialist TA) were excellent and inspired the whole school to use different paper making, colouring and painting techniques at home and create a beautiful whole school art work (Tree of Life).



- Class ‘mini art galleries’ have been built upon (20/21 target achieved) and now include a range of work from across the academic year (and the previous one to provide inspiration and to help children to look forward to projects to come later in the year).

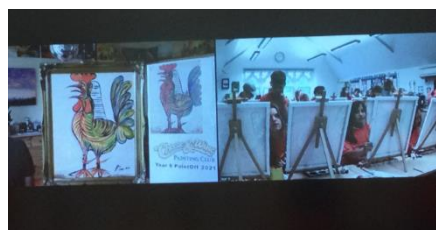
COVID impact – remote learning provision and recovery curriculum

Home learning provision (March–June 2020 and January-March 2021) included a wide range of creative art activities set by teachers to be completed at home. These included teaching videos and use of external art videos and resources and followed our planned curriculum and skills progression. Teachers were mindful of restrictions on access to resources for families and offered several alternatives for different projects. Children (and staff members) had many opportunities to be creative at home and also to share their work with others in the class and on the website through photos and videos. Children (and staff) valued these opportunities. Parents valued the range of activities provided (not all on screen/ online) and this feedback was clear in the surveys we carried out about our home learning provision.

Whole school projects with individual elements completed at home and brought together back at school were particularly successful:



- Whole school art project creating a ‘quilt’ comprising children and staff members’ individual sections and inspired by the school’s Christian values (Spr/Sum 2020)
- Whole school ‘Tree of Life’ with paper elements coloured, painted and cut at home and then combined back in school (Spr 2021)



We were able to make use of online virtual galleries, both as inspiration for children’s own work and to display our work, as well as a zoom workshop with a local artist during the period when visits were restricted.

Recovery curriculum: no major adaptations to our Art and Design curriculum have had to be made for 21/22 school year, as the majority of key skills continued to be taught at home or at school last year. The DfE recovery curriculum document suggests a KS1 focus on manipulation of tools/materials and fine motor skills and

we continue to support individual pupils with this where needed.

Key targets and actions moving forward (development priorities for 2021/22):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Ensure visits to galleries/ other art experiences are part of recovery plans to ensure enrichment is back to (or above) pre-COVID levels <i>All children to have experience of appreciating or creating art outside school over the academic year.</i>	Share and promote ideas for gallery visits (Aut onwards) – linked to other curriculum areas or to art curriculum, including to local galleries, London galleries and to local area for art projects. Support staff to plan these visits, including any pre-visit work or follow up work. Visits to take place over the academic year. Share learning from these visit with others – rest of school in assemblies, other staff
2. Use art activities to support our planned well-being work (as part of recovery plans): Arts Project in Autumn 2021 linked to Happiness Project mental well-being themes; high-quality art experiences used as part of our Try Something New week. <i>All children understand that taking part in art activities can be one potential support for positive mental well-being and that trying new skills requires resilience and several attempts.</i>	Autumn 2021 Arts Project – Art inspired by our Happiness Project themes: each class to work on art work which is part of our planned skills progression but which is inspired by one of our mental well-being themes. Whole school exhibition for school community and opportunity to share and talk about art work with the rest of the school, plus calendar of art work for reminders of well-being themes throughout the year Try something new week – Aut 2021 – high-quality art activities form one part of our new activities to try, reinforcing ideas about overcoming anxiety about trying new things, showing resilience, not succeeding the first time.
3. Build staff skills in the printing area of the curriculum, through in-school training <i>All staff feel more confident in the terminology, skills progression and techniques in the printing area of the art curriculum, and can successfully teach these skills to children in their classes.</i>	In- school training from specialist TA on the curriculum progression in printing. Training to include practical activities to give class teachers experience across the whole progression of skills (not just own class) to better understand how these skills build on one another. Open this training to support staff as well as teaching staff. Spring term 2022

Work sampling 2020/21 – in school projects and home learning

Year 6 – Flat lays – home learning

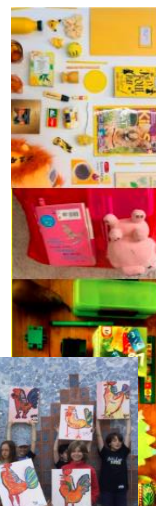
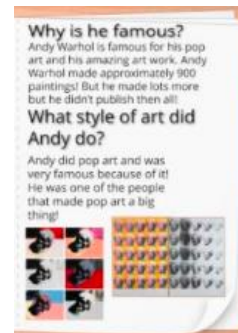
<https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-6-Art-flat-lays.pdf>

– Roy Lichtenstein and Andy Warhol pop art and research – home learning

<https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-6-Art-amazing-pop-art.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-6-Art-Andy-Warhol-artwork.pdf>

- watercolour observational painting
- paintings created during zoom workshop with local artist



Year 5 – Ken Done-inspired Thames landmarks – home learning

<https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-5-Art-River-Thames-landmarks.pdf>

- Anglo Saxon brooches – 3D sculpture

- Solar system models – using colour mixing and paint skills



Year 4

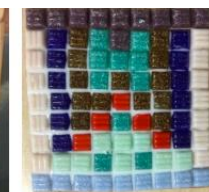
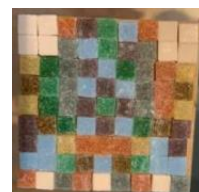
– perspective – home learning

<https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-4-English-and-Art-haikus-and-perspective.pdf>

– Roman mosaics – home learning

<https://christchurchschool.co.uk/wp-content/uploads/2021/03/Year-4-History-Roman-Mosaics.pdf>

- creating and painting on different textures, cave paintings



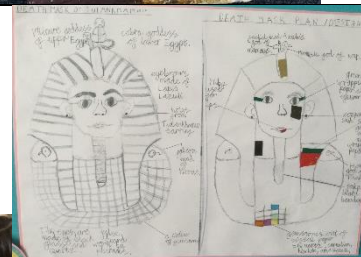
Year 3






– monoprinting

– Kustav Klimt – watercolour and paper collage

– 3D relief Egyptian masks – home learning

- Skills: tint and shade



<p>Year 2</p> <p>– Andy Goldsworthy-inspired natural artworks – home learning https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-2-Art-Andy-Goldsworthy.pdf</p> <p>– Paul Klee – colour mixing and use of shapes</p> <p>– Henri Rousseau – collage, layering</p>	
<p>Year 1 – Kandinsky-inspired trees</p> <p>– layering, collage, mixing media</p> <p>Fairy tale castles – pastels and mixed collage backgrounds</p> <p>Clay slabs – creating 3D pictures using slabs, coils and balls</p>	  
<p>Reception – Monet inspired water colour and collage bridges</p> <p>Using mixing skills to create flower paintings</p> <p>Kandinsky shapes – home learning https://christchurchschool.co.uk/wp-content/uploads/2021/02/Reception-Maths-2D-shapes.pdf</p>	

Pupil voice

Pupil voice discussions in September 2021 demonstrated that:

Children could talk about the range of artists they had been learning about, the artists' lives and styles:

'We learnt about Modigliani and his life, we learnt he did not make any money or be famous from his painting when he was alive. We learnt about Modigliani's style of long necks and noses. We have been learning about to draw portraits in a similar way. (Y4 pupil)

'We are learning about Julian Opie. We learnt he did simplified self-portraits and we practised colour mixing and blending to create the right effect in our self-portraits.' (Y5 pupil)

Children could explain how their current learning built on learning they had done previously:

'We learnt about shades of colour last year and this year we are learning about mixing those shades.' (Year 3 pupil)

'We practised sketching in Year 3 thinking about the outlines of fruit. This helped this year when we had to sketch a portrait.' (Year 4 pupil)

'Last year we did tracing with pencils and this year we have done sketching for our self-portraits using our tracing skills.' (Year 5 pupil)

Children could talk about specific art skills they were learning:

'To make shades of primary colours we learnt to add black or white to make colours lighter or darker.' (Year 2 pupil)

'In groups, we designed a collage and mixed effect piece. We learnt about modifying our designs, deciding to use different materials such as water colour, pastels, card and tissue paper collage.' (Year 6 pupil)

Children could talk about what helped them to remember what they had learnt in art, including use of their skills in the Christ Church Arts Project, the fact they get to look at their work displayed in school and take it home and see it over and over again, and that the lessons are fun and this makes them stick in their memories!

What makes our curriculum provision for Art and Design exceptional and beyond the expected?

- ❖ The quality of the art work produced, especially group collaborative pieces and work linked to our whole school Arts Projects, is often exceptional and worthy of sharing (e.g. by UNICEF UK)
- ❖ The skilled support and training provided by our specialist Art TA is beyond the expected
- ❖ The way in which art activities are successfully linked to well-being and personal development aims and outcomes is also beyond the expected.

Key points for discussion with governors about this report

- Share evidence in class art portfolios and display of high-quality art work around the school (classrooms and communal areas)
- Demonstrate use of sketch books – share progression in sketch book in KS2
- Success of creative home learning activities, including whole school 'quilt' project and whole school 'tree of life' project
- Skills progression document divided into drawing, painting/use of colour, sculpture/collage, printmaking and wider skills (evaluation, taking inspiration from others)
- Links to our Arts Project and the range of enrichment and sharing opportunities this brings, e.g. Global Goals/UNCRC art work/calendar and online exhibition

Our Arts Project inspired by the CRC and Global Goals – Autumn 2020

Our Christ Church Arts Project in Autumn 2020 involved children creating collaborative whole class art works and individual pieces inspired by an Article in the CRC and one of the UN's Global Goals. The art works were also inspired by the works of diverse artists and their techniques. This creative way of learning about the Articles and Global Goals has helped children and staff remember them and their meanings.

Reception



As part of the beginning of Reception's rights respecting journey in our school, they were introduced to UNICEF, children's rights and the UNICEF symbol. They worked



together to recreate this symbol as their class art work.

Year 1

Year 1 learnt about Global Goal 15: Life on Land and were inspired by Andy Warhol prints to create their own individual colourful animal prints.



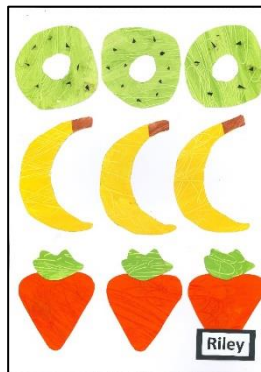
Year 1 were also inspired by Article 31, taking photos and creating silhouettes of themselves playing different



games to create a Keith Haring-style group of colourful figures.

Year 2

Year 2 found out all about Global Goal 2: Ending Hunger, thinking about the importance of a range of nutritious food. They created papers and used stencils to create art works in the style of Eric Carle.



Year 2 thought about the importance of Articles 28 and 29, creating art works representing the different subjects and activities at school and joining these together to create this whole class piece.

Year 3



Year 3 learned about Global Goal 7: Affordable and Clean Energy and looked at the work of a Portuguese artist who decorates wind turbines, before collaborating on a whole class sustainable energy collage.



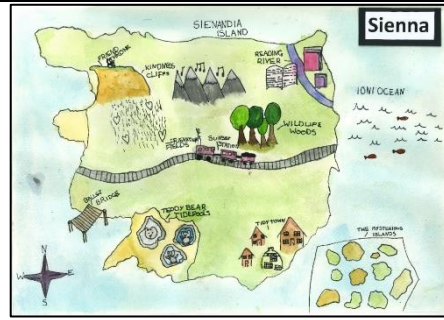
Year 3 thought about the importance of Article 24 and the part that a balanced diet plays in a healthy lifestyle. They were inspired by Guiseppe Arcimboldo to create hearts full of different foods.

Year 4



their class piece.

Year 4 found out about Global Goal 14: Life below Water and painted their own sea creatures, sadly mixed with plastic waste, for



celebrating their own uniqueness and how this should be protected.

Year 4 learned about Article 8, planning and creating their own 'identity islands'

Year 5



Year 5's whole class piece was inspired by Global Goal 16: Peace, Justice and Strong Institutions. They used the style of Japanese peace artist Kenji Yoshida.

Year 5 thought about Article 22 and were inspired by the work of Lebanese-American artist, Helen Zughuib, who was a refugee herself, to paint and collage their individual art works.

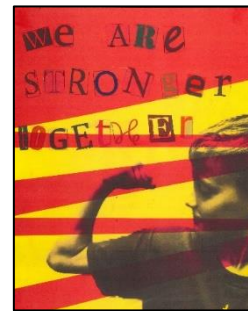


Year 6



discrimination campaigners.

Year 6's whole class piece was based on Global Goal 10: Reduced Inequalities and the work of Chris Ofili to create this art work including symbols representing diversity and the faces of anti-



Year 6 were inspired by Article 13 and the Russian Constructivism artists to create their individual poster-style art works with their own personal slogans.

You can see more detail about each art work on the class pages [here](#) on our website. The large-scale whole class art works are on display around our school and we can't wait until visitors are allowed back into school to see them! The individual framed art works went home with children with stickers on the back explaining their links to the CRC or Global Goals.

We shared our art work in an [online art exhibition](#) on World Children's Day and UNICEF Outright day. This exhibition was shared with parents and families, governors, the school's advisers and colleagues in both the Local Authority and the London Diocesan Board for Schools and with Rights Respecting Schools UK.

We were delighted and proud when our exhibition was shared more widely with rights respecting schools across the UK as part of an Article of the Week resource later in the year.



We have aimed to keep the CRC (and Global Goals) in families' minds throughout the year with our 2021 calendar.

All our art works were collated into a 2021 calendar which we sent home with all families and staff at the end of 2020. We hope it is hanging in everyone's kitchens reminding them of the CRC all year round!

