



## Art and Design Impact Statement

Overall aim: Ensure children have been engaged, inspired and challenged. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, design and craft.

### Achievement

	EYFS (Expressive Art and Design)	KS1	KS2
Progress	90% good or better progress.		
Attainment	83% at or above age related expectations.	83% at or above age related expectations.	82% at or above age related expectations.

### What is the impact on the school?

Children in Year 2 spoke confidently about the range of art/skills they have focused on this year such as mixing colours, using paint and pastels, collaging and printing. Children could talk about their favourite art units this year and give reasons why. Children in Year 1 could name an artist they have learnt about this year being Arcimboldi. Children in Year 5 were able to confidently discuss the learning they have done this year. Children were able to discuss their favourite topics such as the Bayeux Tapestry and learning to draw humans and horses. Children could discuss types of art such as realism and post impressionism. Children could name 2 artists they have focused on this year Henri Rousseau and Picasso. Children were able to identify cross curricular links to science and history.

### What is the impact on the local area?

Children in Year 1 could remember doing a workshop around sculptures. Children in Year 5 spoke about their visit to Jarrow Hall and observing painting and sculptures during their trip. One child said she was inspired in art and was hoping to visit the Angel of the North to sketch this.

### What is the impact on preparing our children for life in Modern Day Britain?

Children in Year 1 and 2 spoke about how art lessons can help them to become an artist in the future or to become an art teacher.

Children in Year 5 confidently spoke about how their art learning can inspire them for future jobs such as becoming an artist themselves, becoming a teacher and having an understanding of the subject, forensic scientist and needing sketching skills. Children spoke about being inspired to visit more museums around the world and having an appreciation for art all around the world and all around you.

### Impact of child conferences:

It was evident from speaking to the children they enjoy the subject and demonstrate a clear understanding of the skills and units they have covered. It was clear they understand how art can impact on their future and inspire them for future career opportunities.

**Impact of data:** most children emerging are SEN or lower ability.

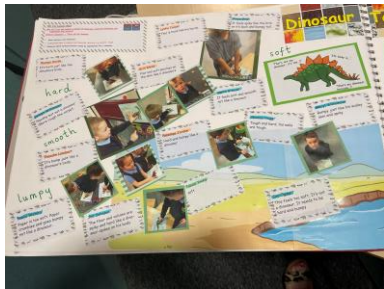
### Next steps:

- Children in both key stages to be able to identify more artists they have learnt across the year.
- Children in key stage 1 to have more opportunities to see art in the local area to create those memorable experiences.

**Portfolio of Work**



**EYFS**



Reception have explored a variety of materials, tools, techniques and experimented with texture linked with their Dinosaur topic 'That's not my dinosaur'.

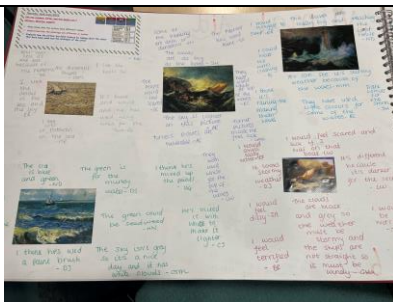


Reception have created a range of art across the year linked to their various topics and Miles Away Monday and Far Away Friday.



Reception class have made boomerangs using aboriginal art. They have used given design to create their own.

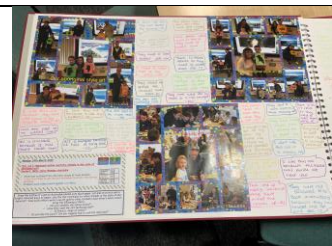
**KS1**



Year 1 have begun their weather experts' art unit by evaluating the art work of Van Gogh and Turner.

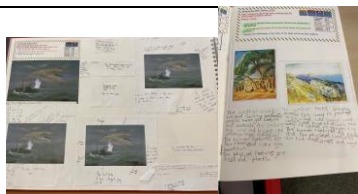


Year 2 have created a corridor display to showcase their creative work linked to Paul Klee.

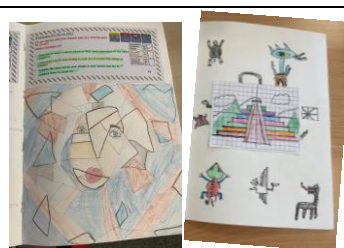


Year 1 have evaluated their aboriginal art work from Far Away Friday in an art gallery format. They have evaluated each other's work against design criteria. Year 2 have evaluated their own pop art explaining what they liked and what they would improve next time.

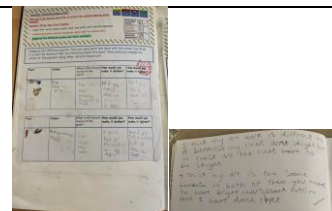
**KS2**



Children in Year 6 and Year 4 have been comparing art. Children in Year 6 have made observations of the Minesweepers under attack and in Year 4 have been comparing work of a same artist.



Children in Year 4 have created work by Paul Cezanne. Children in Year 3 have created Mayan art work in the style of Dan Fenelon.



In Year 3 have been evaluating and comparing paints linked to their topic of Stone Age art. In Year 4 children have evaluated their own artwork linked to Paul Cezanne.