

Subject Leader Report: Art



‘Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.’

Our Aims in Art:

Art holds a very important place in the Primary curriculum and for our children at Portsdown because it allows them to express themselves in ways some other subjects cannot.

At Portsdown Primary School and Early Years, we aim to encourage and inspire children to become creative and skilful artists. A high-quality art and design education should engage and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Through exploring and experimenting, children will learn how to control different media, so that they are able to produce creative work and record their experiences.

The progression of skills we have in place, ensures the children will become proficient in these key areas:

- Drawing
- Painting
- 3D art
- Printmaking

As pupils progress from nursery to Year 6, they should be able to think critically and develop a more rigorous understanding of art and design. Throughout their art learning, the children will have the opportunity to learn about a range of artists and art movements, in order to understand how art and design both reflect and shape our history, and contribute to culture.

Substantive Knowledge

Substantive knowledge is the subject specific content of art and design which is taught through research and practice. At Portsdown, our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design.

Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

Planning and Teaching

Art is taught with the children's starting points and a clear outcome in mind. Drawing, painting and sculpture is taught in each year group. Printing is taught every other year. For each of these core skills, teachers plan the units using the knowledge organisers, EYFS – Year 6 progression of skills and the national curriculum standards. A vocabulary progression, which ranges from EYFS to Year 6, is also in place to support the teaching of art. At Portsdown, we have a wide range of resources to ensure the teaching of art is successful. The sequence of learning can vary in each unit however all art learning will provide children with the opportunity to: explore great artists and art movements; experiment and develop skills using a range of materials and techniques; use sketchbooks to record observations; and have the opportunity to produce a creative piece which showcases the skills learned. When planning, it is important that teachers allow time for children to evaluate their own and others artwork and have the opportunity to redo artwork, building on the suggested improvements they have highlighted in their evaluation.

Throughout this academic year, we have carefully created new knowledge organisers for each art unit. These knowledge organisers will ensure the outcome, key assessment points, prior learning, future learning, progression of skills and vocabulary is really clear.

Assessment

In art, children are assessed against the aims set out in the national curriculum and the progression of skills document. When assessing, teachers should use the observations recorded in sketchbooks and conversations with the child, as well as their pieces of artwork, to support judgements. At Portsdown, we would like our children to leave Year 6 with the ability to produce creative work, demonstrate proficiency in the four core skills, have an understanding of artists, art movements and how to use a sketchbook effectively, and the ability to evaluate their own and other's work.

Children are given verbal feedback in lessons to develop skills and are challenged appropriately. Any areas of development identified in lessons can be used to support the next steps in the learning. Lessons are adapted to suit the needs of the children so that every child can access the learning and make good progress from their individual starting points.

Monitoring the Quality of Teaching and Learning

The monitoring of teaching and learning in Art is carried out through book looks, pupil interviews, learning walks and discussions with staff. Planning is monitored and book looks are conducted to ensure the aims of the national curriculum and the skills outlined in the

progression documents are being followed. Monitoring in this way means the subject leader can have a clear understanding of what is going well and what areas need to be developed within the art curriculum.

Any feedback from the monitoring is followed up and shared with staff.

Wider Enrichment Opportunities

Many of our art units follow themes that link with our history and geography learning, making it more meaningful and purposeful. As examples:

In Summer 2, while on a History trip, year 2 have the opportunity to look at sculptures in real life.

Year 5 have the opportunity to visit a local landmark (such as the pier, Southsea Seafront or Portsea Castle) to sketch it so that when they returned to school, they could develop their painting from a sketch.

Every year, on transition morning, the children have the opportunity to create a self-portrait.

Evaluation of Targets for 2025-2026

- To build even further on the promotion of Art and Design in school. Subject co-ordinator to update the West Hall display. This was achieved via the Art Day focused on British Values. As a result of this event, a British Values display is now evident.
- To continue to create opportunities for art days/events throughout the year. They will continue to try to establish links with a local artist to come into school to provide real life experiences for children and trips will be evaluated. This was achieved with a street artist event with the result being that artwork is on display at the entrance to Sundridge Close. Children in Year 5 attended Portchester Castle in order to support their sketching. While this was the only art specific art visit, other opportunities for art were explored as part of the visits undertaken
- To develop the new subject leader's knowledge of Art across the school. This to continue into 2026 -2027, building upon the current art coordinator's experiences this year e.g. learning walks, book scrutinies, CPD with the subject leader etc.
- To evaluate the effectiveness of Art books (including the use of the two books to separate the final piece from the build-up work) in order to support the children's attainment and progression.

Targets for 2026-2027

- To ensure Knowledge Organisers are consistently present and used across all foundation subjects.
- To evaluate whether the enquiry questions match the intended learning outcome.

- To continue to establish clear, consistent evidence recording routines for Art across Key Stage 1 and Key Stage 2 for each topic.
- To work alongside Early Years Lead and develop an understanding of what Art looks like in EYFS, observing and discussing how skills are taught and evidenced.