



Kingsland CE Primary School



Art and Design Pupil Voice November 2024

<p>What are we trying to find out?</p>	<p>We are aiming to explore pupils' perspectives on the impact of the new Art curriculum, focusing on whether they are learning more and retaining what they've learned, including their views on the subject, favorite tools, emotional responses, learning experiences, and ideas for improvement.</p>
<p>How does this link to the School Improvement Plan?</p>	<p>A1 Curriculum development: Medium-term planning - Wider Curriculum</p>

<p>Questions</p>	<p>Pupil Responses</p>
<p>What is Art and Design?</p>	<p>Pupils described Art and Design as painting, drawing, and using different media, with some also mentioning writing and “curating your work.” This broad understanding highlights that pupils see Art and Design as a wide-ranging subject, reinforcing the importance of a curriculum that balances skill development with opportunities for creative expression and exploration.</p>
<p>What materials or tools do you enjoy working with most in Art and Design and why?</p>	<p>Pupils from all classes shared a wide range of tools they enjoy using. Younger pupils favoured crayons and felt-tip pens while older pupils preferred paint, charcoal, and pencil, with one student noting how pencils allow them to “rub out mistakes.” Some pupils also expressed discomfort with materials like charcoal, highlighting the sensory challenges some tools may present. This feedback emphasises the importance of gradually introducing a variety of materials, supporting the development of fine motor skills in younger pupils, while showing clear progression as they build confidence and explore more complex tools.</p>
<p>How do you feel when you finish a piece of Art and Design?</p>	<p>Pupils described feeling proud, happy, and accomplished when they finish a piece of art, with some also expressing a sense of “relief” after working with challenging materials. Many pupils mentioned a sense of achievement when producing a final piece that reflects the skills and knowledge they have gained along the way. These responses highlight the positive impact art has on pupil confidence and resilience, demonstrating how art nurtures both creativity and perseverance, key factors in developing well-rounded, confident learners.</p>
<p>How do you review and reflect on your work at the end of an Art and Design unit?</p>	<p>When pupils finish their artwork, they talked about the evaluation process, noting that it is helpful, especially if their art hasn’t turned out as expected. All pupils mentioned reflecting on their work and thinking about what they could improve next time. This reflective practice fosters critical thinking,</p>

	<p>encouraging pupils to learn from their experiences and apply improvements in the future. It also supports the development of independence and a growth mindset, key components of building resilient, thoughtful learners.</p>
<p>What have you been learning about Art and Design this year so far?</p>	<p>Class 2: The children spoke about learning about Pablo Picasso, exploring his style and personal story. They enjoyed drawing faces with oil pastels and practicing folding paper to create Christmas decorations. They also learned how Picasso's father helped him improve, which inspired them to think about their own progress. This learning has had a positive impact by boosting the children's creativity and confidence. It encouraged them to experiment with new techniques, while the story of Picasso inspired a growth mindset, helping them understand that practice and perseverance lead to improvement.</p> <p>Class 3: The children spoke about creating Stone Age clay pots, where they shaped and molded clay to make their own replicas, connecting art with historical learning. They also explored leaf printing, inspired by Arlene Bande, using real leaves to create prints and patterns. The impact of these activities was significant. The Stone Age pots helped deepen their understanding of early human history through hands-on art, while the leaf printing encouraged creativity and an appreciation for natural patterns.</p> <p>Class 4: The children said that in Class 4, they are currently working on sewing Christmas trees, and have painted rainbows with watercolors, and traced nature images to create detailed watercolor artwork. The sewing activity will impact the children's fine motor skills and hand-eye coordination, while the watercolor projects have fostered creativity and color blending. Tracing nature images has also helped develop their attention to detail and observational skills.</p> <p>Class 5: The children explained that last term, they focused on charcoal techniques and light studies, drawing inspiration from Kathe Kollwitz and the character of Scrooge. This term, they are studying Mark Hearld, creating bird sculptures, exploring collage techniques, and cutting intricate designs and folding paper to create the structure. The charcoal techniques helped improve their understanding of light, shadow, and texture, while also refining their drawing skills. The study of Mark Hearld has encouraged their creativity and sparked an interest in mixed-media art.</p>
<p>How do you think we can improve Art and Design at Kingsland?</p>	<p>Pupils suggested having more opportunities to choose how to present work in their Art and Design books, as older children shared they have enjoyed selecting layouts for their projects and would like more chances to do this. They also proposed whole-school projects, like those in Science, and older pupils teaching younger ones. The idea of having a dedicated art room sparked a discussion on the</p>

	challenges of space within our school. These ideas encourage collaboration, leadership, and ownership.
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What have we learnt?	<p>Pupils have a broad and inclusive understanding of Art and Design, appreciating both the technical skills and creative expression it offers. This shows the importance of providing a curriculum that balances skill-building with opportunities for imaginative exploration.</p> <p>Pupils are highly reflective about their work, valuing the process of evaluating and improving their creations. This highlights the need for fostering critical thinking and a growth mindset in students through art.</p>
What is the impact of this area of school life on the children?	<p>Art and Design boosts pupils' confidence and resilience, with many feeling a sense of pride and accomplishment in their final pieces. It also encourages a growth mindset, with pupils recognizing that practice and perseverance lead to improvement.</p> <p>The Art and Design curriculum enhances fine motor skills, attention to detail, creativity, and collaboration, as pupils engage with diverse materials and techniques.</p>
Areas to celebrate (share good practice)	<p>Pupils are actively engaged in cross-curricular learning, linking art to subjects or events like history or Christmas, which deepens their understanding and engagement.</p> <p>The reflective practices in Art and Design encourage critical thinking and independence, supporting the development of resilient, thoughtful learners who can evaluate and improve their work.</p>
Areas for development	<p>There is a clear desire for more creative freedom, particularly in how pupils present their work in Art and Design books. Offering more opportunities for personal expression and layout choices could further enhance their engagement.</p> <p>Pupils have suggested more collaborative projects, such as whole-school initiatives and older pupils teaching younger ones, to build a stronger sense of community and foster leadership opportunities.</p>