

IMPACT REPORT TO MARYLAND PRIMARY SCHOOL GOVERNORS
SUBJECT: Art and Design/ Design and Technology TERM: Autumn
2022

SUBJECT LEADER: S Charlery

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

1. To devise an art and design curriculum that drives Maryland's approach to equality, diversity and inclusion
2. To carry out formative assessments in art and design and technology.
3. Develop opportunities to work with outside artists.

2. PROGRESS AND IMPACT TO DATE



1. The art and design curriculum plans were updated for the changes in the History curriculum, which gave further opportunities to explore a different culture and a non-European artform.

- An example Year 4 in the spring term will be studying the Benin Kingdom and so the art plans will reflect looking at masks from different countries in Africa and seeing how these art forms inspired European artists such as Picasso and how it was a leading force in the Cubist movement. Children will then look at current artist Kimmy Cantrell who takes inspiration from African heritage and uses this to inspire his modern designs.
- In Year 1 they are exploring L.S Lowry cityscape paintings but are comparing other cityscape artists that reflect the children's cultural heritage such as: African-American artist Clementine Hunter, Austrian-Romani painter Ceija Stojka, Algerian artist Baya Mahieddine and African-American artist Jacob Lawrence



2. Funding for Newham Black History Month was successfully granted for the third year to showcase artwork publicly and to teach best practice to other Newham schools and across the UK. The funding enabled us to complete the third year of the Art4Change anti-racism art project. [Black Identities: Shaping the Future](#). The exhibition is until 8th December. The children explored key messages of equality, diversity and inclusion in Britain today, such as 'Belonging to a community', 'Africa and the world', 'True supporters, equality and diversity in British football' and 'Climate Justice'. Each key figure is honoured by a piece of artwork which showcases a Black artist and their style of art. Children have studied the work of Yinka Shonibare, RA, Frank Bowling, RA, Larry Achiampong and Lakwena Maciver, famous Black British artists.

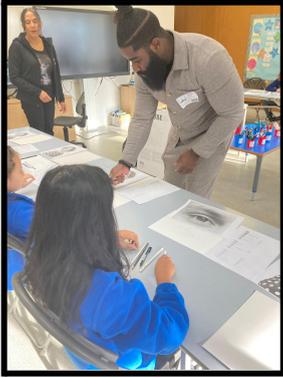


3. We received the following feedback:

- a. Dr. Julian Grenier, CBE, Headteacher and researcher described the exhibition as 'Extraordinary, powerful, optimistic for the future' and publicly acknowledged us on his Twitter feed, which is on the website.
- b. Layla Conway, Head of Education for London Legacy Development, 'What a brilliant exhibition, I learnt so much about the different art forms and inspirational leaders, incredible! Absolutely outstanding. The young people must be so proud. I will highly recommend it.'
- c. Lorean Innis, Year 2 Teacher and Phase Leader, St Bartholomews, Lewisham. 'It was absolutely amazing to see the wonderful art taking place at Maryland Primary School.'
- d. Sukwinder Samra - Headteacher - Elmhurst Primary School, 'Your school is so forward thinking and influential and to integrate art/social messages of empowerment and influential figures in this coherent and well thought through manner is truly inspiring.'

4. Maryland was privileged to have renowned hyperrealist artist Kelvin Okafor present a special art masterclass with 10 of our talented students from Year 5 and 6. Coincidentally he is one of the key artists incorporated into the Year 5 art curriculum.

Kelvin Okafor specialises in pencil portraits but his work is often mistaken for photographs due to their detail and likeness to reality. This workshop was gifted to us by the Windrush Foundation (cross-curricular links with history) and the children in the workshop guided by Kelvin worked on a portrait of a Windrush Hero that the children wanted to honour and our children unanimously chose Headteacher Mrs Jackson to receive this tribute.



5. Children from Year 4 came up with a proposal to have a 'doodle' art club as they expressed that they love doing art and they wanted to do more. The children who proposed the idea have also had the opportunity to teach their peers how to draw. The club is a success and was oversubscribed and the children have voiced their enjoyment and appreciation.
6. Separate books assigned now for Art and Design and Design and Technology and standards in books are improving and a clear distinction is being made between the two subjects. New sketchbooks in art and design are helping to improve standards in books and help encourage children's creativity.

IMPACT

1. Better understanding and quality of work in art and DT books.
2. Maryland Primary school is becoming more widely recognised for championing the importance of art in the curriculum and as a way to bridge the conversation about difficult topics such as racism and equality.
3. Children are enjoying art and design and are beginning to recognise that there are potential career paths working within these subjects.
4. Curriculum in art and DT demonstrates good practice of diversifying the curriculum.
5. 5. Providing CPD opportunities to other schools locally and nationally.

7. LOOKING AHEAD

1. Future art projects will be arranged with oil painting portrait artist **Jacqui Cooke**.
2. Future talks with the British Council to potentially continue the International cross-curricular art project, linked with the previous Story of Water project. Workshops with a professional artist would be part of this project.
3. Art clubs for other year groups will be led after school by art lead.
4. Continue to develop equality and diversity in art and design and design and technology.