



Art

Intent, implement and impact statement

Intent

The pupils at St James & St John CofE Primary are nurtured to become well rounded citizens of the world. Our school motto of 'unite and prosper' is the golden thread that runs throughout our curriculum ensuring we are all working together to achieve. Within our framework of Christian values and community support, we ensure that each child will fulfil their potential. By providing a stimulating and challenging education we ensure all pupils are equipped with the skills to face the challenges of the 21st century and a journey of lifelong learning.

Our Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We use Kapow Primary schemes of learning that are written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

Kapow's scheme of work supports pupils to meet the National Curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

As we embark on our Artsmark journey, we know that the scheme of learning will support our pupils to create, experience, and participate in great arts and culture. We aim for children to understand that art is both stimulating and challenging and we encourage them to try something new. We hope that children see art as a valuable life tool which is linked to their enjoyment and wellbeing. We will ensure children are given time to explore new methods and ideas whilst we develop links within the community.

Implementation

The Art and design scheme of work is designed with four strands that run throughout: *making skills, formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists, and evaluating*. These strands are revisited in every unit. In our *art and design* and our *formal elements* units, pupils have the opportunity to learn and practise skills discreetly. The knowledge and skills from these units are then applied through other units throughout the year. Key skills are revisited again and again with increasing complexity in a spiral curriculum model.

Our Curriculum Overview shows which units we cover and our progression of skills document shows the skills that are taught within each year group. Our units of work fully scaffold and support essential and age-appropriate sequenced learning. Creativity and independent outcomes are robustly embedded into units, supporting students in learning how to make their own creative choices and decisions, so that their art outcome, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with Key Stage 2 pupils using sketchbooks to document ideas. Knowledge organisers for each unit support



pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Art and design is timetabled alternate half terms with a weekly slot for lessons. On the half term children are not studying Art they will be exploring Design and Technology units working on similar skills and drawing comparisons between artists and craftsmen. Teachers are supported by the Art lead in school and multiple teacher videos available on Kapow to support delivery and ongoing CPD.

Extra-curricular clubs are led by staff throughout the school year to support children with a keen interest in developing their art skills. Immersive curriculum events, whole school celebrations and themed celebrations often have a clear art focus providing opportunities for all learners to explore something new and explore new interests.

Impact

Pupils are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning, have higher metacognitive skills and have a growing understanding of how to improve.

Each lesson plan provides guidance to support teachers in assessing pupils against the learning objectives. At the end of the unit teachers can use unit quizzes and knowledge catchers to assess the impact of the sequence of lessons. Through careful assessment of each lesson, unit of work, and sketchbook evidence, teachers are able to make judgements about each pupil's progress and record this in relation to age expectation. Pupils who are identified as being gifted or talented will be highlighted to the Art Lead and sufficiently challenged through a bespoke enrichment programme.

The Art lead monitors the teaching of art through planning scrutiny, lesson observations, pupil voice, subject quizzes, staff dialogue and learning walks. Where further CPD is identified staff are supported through coaching, visits to other settings, specialist visitors, team teaching and the use of CPD videos on Kapow.

Having follow the scheme throughout their primary school experience, pupils should leave school equipped with a range of techniques and the confidence and creativity to form a strong foundation for Art and design learning at Key Stage 3 and beyond.

It is expected that all pupils will

- ✓ Produce creative work, exploring and recording their ideas and experiences
- ✓ Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ Evaluate and analyse creative works using subject-specific language
- ✓ Know about great artists and the historical and cultural development of their art
- ✓ Meet the end of key stage expectations outlines in the National Curriculum for Art and Design.