



Intent, Implementation and Impact Document

Subject – Art and Design

CURRICULUM INTENT

EYFS

Art is very important to facilitate children's learning. High quality arts and cultural experiences in early childhood can help children develop subsequent abilities in the arts which will be useful right through life. Early years arts and cultural activities can help children make sense of their cognitive, physical, emotional, spiritual, linguistic, and moral development by enhancing the whole curriculum. Early years arts experiences can impact positively on confidence, self-esteem, personal, social, emotional development and behavioural health, breaking down language barriers, cultural prejudices or societal differences, and leading to decreased social problems, reduced inequality and increased creativity.

Some of the key benefits of art for young children are:

- builds confidence and improves social skills
- strengthens linguistic skills
- helps to develop coordination
- enhances concentration and learning, which increases productivity and success
- makes children feel good and elevates their mood, and self-esteem
- Inspires positivity and encourages tolerance
- Helps to relieve stress and maintain mental and emotional wellbeing

Outcomes

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.

Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Personal Outcomes

Through art, pupils will learn to work on their own and with others, they will be creative, imaginative and develop their language and communication skills as well as key cognitive and meta cognitive skills. They will have continued access to a range of materials to support their imaginative and creative development.

KEY STAGE 1 & KEY STAGE 2

Creating art expands a child's ability to interact with the world around them, and provides a new set of skills for self-expression and communication. It promotes the development of important skills, including motor-skills, language development, growth of self-esteem, inventiveness and risk taking. All young people should have the opportunity to be creative and appreciate art. Art improves our children's creative work, explores their ideas and records their experiences.

The core curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Outcomes

Key Stage 1

Pupils will be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

Personal Outcomes

Through art, pupils will continue to develop their imaginative and creative skills. They will begin incorporating some styles and mediums of a range of artists, architects and designers, whom best display the styles, themes and use of mediums to support learning within this subject.



Transition

Our art teaching is mapped out in the progression document and ensures that the transition between phases is smooth. Assessment of individual pupil's progress and skills can be shared between teachers and other settings, where necessary.

CURRICULUM IMPLEMENTATION

EYFS

Teaching of art development in foundation stage is done through high quality provision against the Early Learning Goals. Groups and individuals are targeted as needed as part of continuous provision.

Key Stage 1 & Key Stage 2

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Through our teaching of the art and design curriculum we should ensure pupils produce creative work, exploring their ideas and recording their experiences leading them to become proficient in drawing, painting, sculpture and other art, craft and design techniques, Pupils should be able to effectively evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers. They should also have some understanding of the historical and cultural development of these people's art forms.

Key Stage 1

Pupils should develop art skills, become increasingly competent and confident and access a broad range of opportunities to extend their skills, knowledge and understanding, both individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to other subjects. They should enjoy communicating, collaborating and working with each other. They should develop an understanding of how to improve their art and learn how to evaluate and recognise their own success.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

CURRICULUM IMPACT

EYFS

Observations/ Drop in / Learning Walk:

Observations of pupils ongoing access to selecting and using resources and developing their art skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing art skills and work they have produced. To reflect 'pupil voice' for this subject.

Collection of evidence of pupils learning and creative work to be part of this also.

Policy Review: Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Ongoing assessment using EYFS Assessment tool.

Key Stage 1 & Key Stage 2

Observations/ Drop in / Learning Walk: One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing art skills and work they have produced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of sketchbooks in KS2 to be part of Observations/ Drop in / Learning Walks.

Policy Review: Review to be conducted as and when required.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Assessment of art to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.