



# Intent, Implementation, Impact Statement

## Intent

Art and Design should be fully inclusive to every child. Our aims are to:

- fulfil the requirements of the National Curriculum for Art and Design
- provide a broad and balanced curriculum
- ensure the progressive development of knowledge and skills
- enable pupils to observe and record from first-hand experience and from imagination
- acquire knowledge and become proficient in various art and design techniques and processes
- begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space
- foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers
- to express themselves through different media and feel empowered to think creatively.

We want every pupil to see themselves as an Artist and to know that Art is for them.

## Implementation

To ensure high standards of teaching and learning, we implement a curriculum that is progressive throughout the whole school. Art and design is taught using 'Access Art' as our base scheme, this is because it supports us to deliver a rich, broad, balanced, diverse and engaging art curriculum. Our progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Pupils are encouraged to move their learning forward by reflecting on their own work. Self-evaluation is taught throughout each unit and is supported by peer and teacher led critiques. By revisiting different mediums and techniques throughout their school life, children will have the skills and confidence to express themselves and produce work they enjoy making and can be proud of.

Our progression document ensures that we are re-teaching skills. Skills are revisited, which progresses in terms of depth and challenge, to build on previous learning. Each pupil develops their skills and techniques in a way appropriate to them, through adaptations and support, active and purposeful experiences and using a variety of different media and teaching strategies.

# Impact

We focus on the progression of knowledge and skills and assess pupils using the 'sticky knowledge' and essential skills identified in our Long-Term Plans. By the end of their time with us, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists and be able to consider and discuss the artworks they come across. We want our pupils to see themselves as Artists and be confident to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product. Most importantly, we want children to have found and enjoyed a creative outlet - a means of self-expression and enjoyment. The impact of our Art and Design curriculum can be seen not only in our pupils' sketch books but also through classroom displays and the school environment.

We measure the impact of our curriculum through the following methods:

- live, in the moment, assessment for learning and feedback
- interviewing the pupils about their learning (pupil voice).
- pupil sketchbooks
- pupils in EYFS are assessed within Expressive Arts and Design outcomes from 'Development Matters'
- Pupils in Y1-Y6 are assessed termly using the 'sticky knowledge' and essential skills identified in our Long-Term Plans. This assessment is used as an active and live document by teachers so they can identify areas of learning to revisit from previous year groups.
- Annual reporting of standards across the curriculum.