



Art: Intent, Implementation & Impact Statement



This document outlines: the intent and rationale behind the art curriculum, how to deliver it and how to measure pupil progress.

Intent

School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

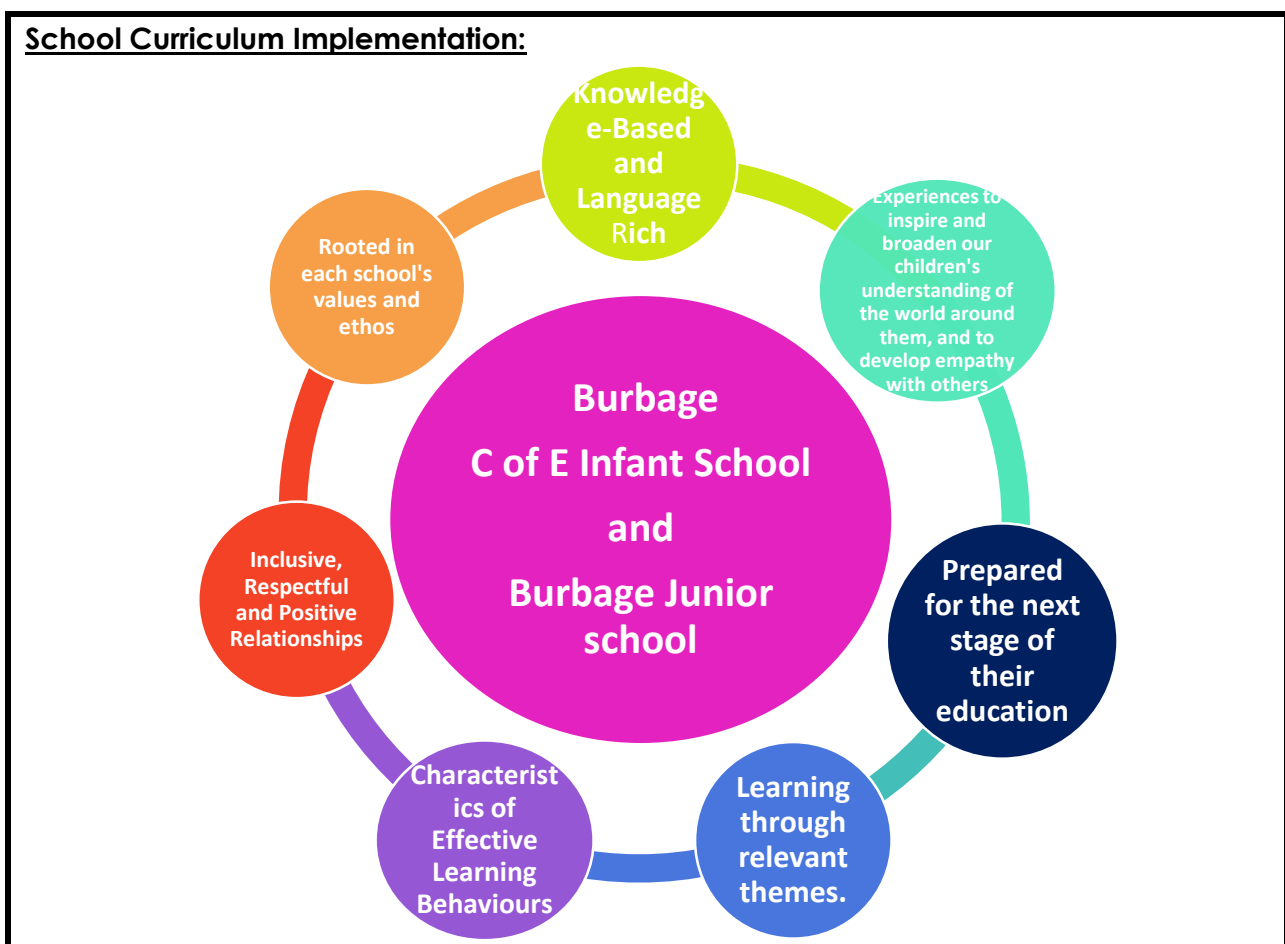
We use Kapow revised Primary's Art and design scheme of work to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world.

The Kapow scheme teaches children about art and artists across cultures and through history. This gives children access to an understanding of the culture we have and promotes an appreciation of the multi-cultural British society we live in. Some units teach developments in art over different times, so children can see it from a historical perspective and note the influences and reasons for the changes.

The scheme 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.

We aim to provide many additional opportunities apart from discrete art lessons that focus on using art skills such as having artist led workshops once a year and producing artwork for the school and wider community at various points. Through this, we aim to foster a love of art and encourage children to harness their creativity to participate in these events. As a school we proudly display children's efforts and encourage them to share their achievements with their families through gallery exhibitions and 'book look' evenings.

Implementation



The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)

- Knowledge of artists
- Evaluating and analysing.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

The Kapow revised Art scheme includes National Curriculum mapping which shows how units cover each of the National Curriculum attainment targets as well as each of the strands. Their Progression of knowledge and skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

The Kapow scheme fully scaffolds and support essential and age appropriate, sequenced learning. Independent outcomes are robustly embedded into their units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, 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 pupils using sketchbooks to document their ideas. Differentiated guidance is available for teachers each lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Lessons include a strong focus on specialist vocabulary which links with Burbage Junior Schools' drive to develop children's spoken language. In addition, lessons start with a revision of knowledge learnt in previous lessons to encourage a long term retention of key facts.

Kapow Primary includes multiple teacher videos to develop teacher subject knowledge and confidence initially and there are opportunities for further CPD online as well. For the children, there are Pupil videos created by subject specialists to help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality.

With the Kapow scheme, children experience using a range of tools and resources to create their artwork. Examples of tools used could be scissors, paintbrushes ranging in style and size, rollers, modelling tools, mark making tools and digital cameras/ ipads. In Year 3 they even make their own natural tools to create artwork. In drawing based units, specialist pencils, charcoal, oil pastels, ink liners could be used whilst other units may focus on using craft supplies, paint, fabric or clay.


Children are taught three units of art each year, one every term. Each year group has a unit on drawing and then two additional units. Alongside this, there are other incidental and cross curricular links with Art through Foundation and Core subjects. This includes the use of technology such as computers and ipads. Pupils could also access an arts and crafts after school club for children.

Within school, we host an annual art workshop for each year group, run by artists to inspire and teach new skills that link and add to our Art skills already taught. This is a practical and engaging session where children get an opportunity to enjoy, learn and be creative.

Children produce pieces of artwork as part of cross-curricular topics such as a Roman shield or as a way to generate ideas in a planning process. For example, a storyboard in English or computing. They produce work for display purposes in school which includes an annual gallery event for parents and carers to visit where they can purchase a copy of their child's artwork.

Links are made with the wider community through the school's participation in the local community arts festival (BCAF) and PTFA events such as designing Christmas cards and T-towel designs. Also, through school competitions such as Anti-bullying week and World Book Day.

Impact

<p>School Curriculum Impact:</p> 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

Kapow Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision making processes, children know facts and key information about art. They are able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and some summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

After the implementation of Kapow Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children 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 outlined in the National curriculum for Art and design.

Through discussions with our feeder secondary school, we know that they would like a greater emphasis on developing children's drawing skills. This links with the Kapow scheme as every year group has one unit of drawing a year.

Children will be involved in their own summative assessment at the end of each drawing unit in each year. So in Year 3, children will look at some of the key skills they have been taught and self-evaluate their final piece of work. They will look to see which key skill has been their strength and choose one they feel they need to further develop. This will be the basis of their drawing target they set for themselves for Year 4.

Sketchbooks will pass onto the next Year group, so teachers can see and remind children when they start their next drawing unit of their own personal drawing target. The setting of drawing targets by pupils will be evaluated again at the end of the drawing block in years 4, 5 and 6 and reset for the next year. Their sketch books will provide evidence of their learning journey through art and the development of their skills throughout units.

In addition to this, Kapow also provide a quick quiz at the end of each Art block. Children will undertake this in each year group to revise key learning points and vocabulary before moving on. Teachers will use this opportunity to address any misconceptions.