



Art Intent, Implementation and Impact Statement

'Art washes away from the soul the dust of every day life.' Picasso

Intent:

- To follow the progression of the National Curriculum for Art and the EYFS Knowledge and Understanding of the World.
- To be coherently planned and sequenced
- To nurture children as artists, exploring their understanding of the world around them through a visual language
- To develop an art curriculum which enables children to develop a wide range of practical skills and relevant subject knowledge.
- To support children to understand the uses and implications of Art and crafts as a tool for expression and representation, a record of history and an exploration of human endeavour.
- To teach skills and allow opportunities for children to use them in their own self-directed art and craft projects.
- To nurture independence and encourage children to take responsibility for keeping resources tidy and in good condition.
- To be ambitious for all pupils
- To develop a sense of ownership, self-confidence and well-being
- To be successfully adapted, designed and developed for all pupils with Special Educational Needs Disability (SEND)

Implementation:

- Art is taught in every year group, it will alternate half terms with Design Technology.
- Curriculum days based on Art allow opportunities for children to be absorbed in the subject and teachers to explore the depth of the subject through skills developed, research, and learner centred processes
- The skills progression document is used to generate lessons which are carefully planned to ensure progression and depth across a diverse array of artists, architects, craftspeople and designers, both historical and contemporary who use drawing in many different ways, on many different scales and for many different purposes.
- Additional support in place for SEN and disadvantaged pupils to enable them to access the curriculum at the appropriate level.
- To facilitate exploration, sketchbooks and learning journeys foster their sense of creativity. The children reflect on previous learning, build on prior knowledge and link ideas together, enabling them to apply skills learnt into a wider context. They use them to make initial sketches, develop skills, develop opinions and annotate through a journey.
- Children are exposed to lots of different media and drawing surfaces, and encouraged to explore working on different scales, and in collaboration as well as independently.

- Every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work.
- Specialist vocabulary is taught and built upon and effective questioning to communicate ideas is encouraged.
- Every child has a 'My Sketchbook Word Bank' which provides vocabulary, questions, sentences starters to support annotation.
- Personal diversion is encouraged and seen as pupils' taking ownership of their own learning.
- In the development of confident art critics, the pupils are encouraged to articulate their understanding and experience and make informed observations about what will improve their own practical work.
- Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists to enhance the learning experience for arts subjects.
- Teachers are trained by specialist in staff meetings annually, responding to staff skills audits
- Resources are well maintained, organised and distributed
- Our assessment tracker allows us to use data to inform future practice

Impact:

- Children will have opportunities to express their emotions and feelings through the medium of art.
- Children will be able to develop skills, question ideas and reflect on knowledge.
- Pupils will make links across various curriculum areas and use their artistic skills and knowledge to enhance work in other areas
- Children talk positively about their learning in art.
- Children value their individuality which gives rise to a sense of accomplishment and feelings of self-worth.