



Art Intent, Implementation and Impact Statement

"Art washes away from the soul the dust of everyday life." - Pablo Picasso

Intent

- To follow the progression of the National Curriculum for Art and Early Years Framework.
- To ensure the curriculum is coherently planned and sequenced, building on prior knowledge and skills.
- To nurture children as artists, enabling them to explore and interpret the world around them through a visual language.
- To provide an art curriculum that develops a wide range of practical skills and subject knowledge.
- To help children understand the uses and implications of art and craft as a means of expression, representation, historical record, and human exploration.
- To explicitly teach artistic skills and offer opportunities for children to apply these independently through self-directed art projects.
- To encourage independence and responsibility, ensuring children care for and maintain art resources.
- To be ambitious for all pupils, including those with SEND, ensuring accessibility and success for every learner.
- To promote a sense of ownership, self-confidence, and well-being through artistic exploration and achievement.

Implementation

- Art is taught in every year group, alternating half-termly with Design and Technology.
- Art lessons using the Access Art Curriculum allow deep immersion, enabling both pupils and teachers to engage in skill development, research, and learner-centred creative processes.
- Children retain knowledge through 5 finger facts identified and outlined in the pupil overviews from which an end of unit and spaced assessment task exhibit learnt knowledge and vocabulary.

- Teachers use a skills progression document to plan lessons that ensure clear progression and depth. Children explore a diverse range of artists, architects, craftspeople, and designers—both historical and contemporary—who demonstrate drawing and creativity in many different contexts.
- Additional support is provided for SEND and disadvantaged pupils, ensuring full access to the curriculum.
- Sketchbooks are used to encourage reflection, creativity, and progression. Pupils use them to revisit prior learning, build on skills, experiment with techniques, and annotate their artistic journey.
- Children experience a wide variety of media, surfaces, and scales, working independently and collaboratively.
- Each pupil learns the key skills of drawing, painting, printing, sculpture, and digital art, often through the exploration of a key artist, craftsperson, or designer.
- Specialist vocabulary is explicitly taught and reinforced, supporting pupils in articulating and discussing their ideas confidently.
- Each child has a 'My Sketchbook Word Bank', containing vocabulary, question prompts, and sentence starters to support annotation and reflection.
- Personal interpretation and creative direction are valued as indicators of ownership and independent thinking.
- Pupils are encouraged to become confident art critics, expressing opinions, evaluating work (their own and others'), and suggesting ways to improve.
- Visits to local galleries and museums, and workshops with local artists, enhance pupils' cultural capital and understanding of the arts when possible
- Staff training led by art specialists occurs bi-annually, responding to needs identified in skills audits.
- Resources are maintained, organised, and distributed effectively to support high-quality learning.
- Assessment and tracking tools are used to monitor progress and inform future planning.

Impact

- Children express their emotions, ideas, and feelings confidently through a variety of artistic media.
- Pupils develop technical skills, question ideas, and reflect meaningfully on their artistic development.
- Learners make cross-curricular connections, using their creativity to enhance understanding in other subjects.
- Pupils speak positively and enthusiastically about their art learning experiences.

- Children value their individuality and creative achievements, fostering a sense of accomplishment, pride, and self-worth.
- The Art curriculum equips pupils with the skills, confidence, and appreciation needed to continue engaging with art beyond primary education.
- Children achieve well in Art with t children at an expected level and able to retain knowledge and skills expressed in end of unit and spaced assessment tasks.