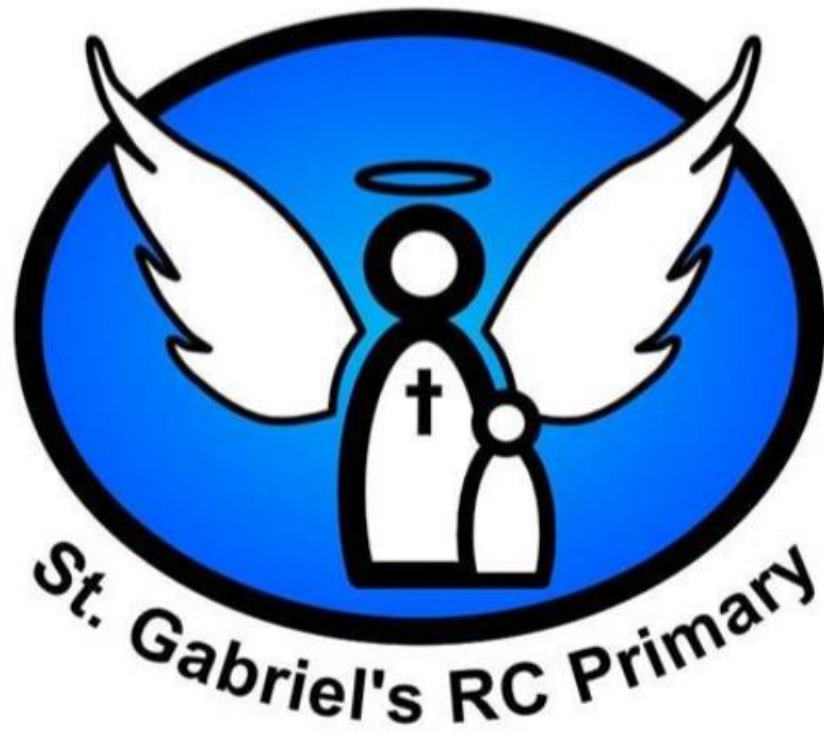




Art and Design

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in Art and Design

INTENT	Subject Statement	In Art and Design, we aim to ensure all children produce creative work, exploring their ideas and recording their experiences, becoming proficient in drawing, painting and sculpture and other art, craft and design techniques. We enable children to become creative and reflective learners who are able to express themselves, fluently and confidently in a variety of different media. We provide a high-quality Art and Design education with opportunities to explore inspirational art work whilst equipping them with the knowledge and skills to experiment safely using a variety of materials, tools and techniques. As the children learn to express themselves through art, they will also know how art and design both reflects and shapes our history and contributes to the culture, creativity and wealth of our nation. Our children will understand that the perseverance and attentiveness needed to complete an Art and Design project leads to personal pride and gratification.
	Subject Expectations	• To create a sketch book to record observations and use them to review and revisit ideas. • Children will improve their mastery of art and design techniques, including drawing, painting and sculpture through a range of different materials. • Children will develop their knowledge of art and design as they are exposed to a variety of great Artists, architects and designers in history. • High expectations for children to develop their emotional expression through art to further enhance their personal, social and emotional development and enable children to be confident, inquisitive and resilient learners.
	Conditions for learning	<u>Displays / Working Environment</u> • Children's work to be displayed on classroom/corridor/art room walls. The appropriate logo disc to be displayed with an explanation of what has been achieved. <u>Learning Behaviours / Attitudes to Learning</u> • Children have a positive attitude to learning art and design and become more interested as they build their knowledge and develop their skills. Having confidence and a positive attitude to learning and high expectations children are motivated, determined and proactive in their learning and are relentless in their pursuit of positive attitudes to learning. Children build their resilience to evaluate a piece of work and be able to progress on and modify/change it. Children reflect on how to develop their skills further and developing the skills of appreciation of other people's work.
	Planning	<u>Progression and Sequencing</u> • Following the 'Kapow' scheme of learning, the progression of skills taught year on year ensures the children become confident and proficient in a variety of techniques and craft skills. Children will develop their knowledge of a variety of famous artists, designers and craft makers. Children will build on their skills progression, knowledge and develop their interest and curiosity about art and design as they progress through the key stages. Children will have an opportunity to develop and demonstrate their skills in a variety of ways. <u>Planning</u> • Following the 'Kapow' scheme of learning <u>Structure of Lessons</u> • Following the 'Kapow' Scheme of learning, each lesson builds on the previous lesson allowing children to revisit skills and techniques taught and to improve any previous work. <u>Resourcing</u> • See Kapow resource lists

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IMPLEMENTATION	Curriculum	Following the Kapow Art and Design scheme of work which covers each of the National Curriculum attainment targets as well as each strand. The Kapow Art scheme of work is designed with four strands that run throughout: • 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 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 Each unit fully scaffolds and support age appropriate sequenced learning and are flexible enough to be adapted to form cross curricular links. Creativity and independent outcomes are robustly embedded into the units, supporting pupils 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 pupils. Lessons are practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to sketch pupils learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Art and Design curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. <u>Scope</u> • There is a wide scope of units for each year group which develops skills and techniques. Children are taught life skills and techniques they can transfer to many situations. <u>Sequencing</u> • The 'Kapow' Scheme is progressive and units build on previous units. Within a unit of work each lesson builds on skills and techniques learnt in previous lessons. <u>Knowledge</u> • Children build on prior knowledge learnt in previous units or year groups. Knowledge organisers are provided to embed learning.
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	Pedagogy Teaching and Learning Quality 1st teaching based on current research	<u>Learning and Teaching</u> A range of learning and teaching strategies are utilised throughout the teaching of Art and Design as detailed below: - modelling - provide models / guide pupil practice independent practice; - enabling and deliberate practice; - daily / weekly review using retrieval questions; - new content of knowledge and skills introduced in small steps; - spacing and interleaving - ensure cognitive load theory practices are utilised from short term memory to long term memory; - growth mind-set; - metacognition; - build resilience; - scaffolding; - use of technology. - 'Kapow' Scheme of learn provides videos for both teachers and children that demonstrate skills and technology. - Integrated teaching of the formal elements of art (line, shape, tone, texture, pattern and colour) - Knowledge organisers for all units are provided. Throughout the units of work children will be expected to: - Produce accurate scientific profile of the work; - Produce high quality work; - Have the opportunity to repeat and improve drafts (as many times to improve); - Self-assess their work. Throughout the units of work children will receive: - Critical advice / discussion – from teacher /peers; - Specific feedback; - Positive explanation and encouragement.
	Meeting the needs of the learner	<u>Planning</u> • Planning is differentiated within each lesson. • Kapow curriculum is designed in such a way that children are involved in the 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 will not only know facts and key information about art but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve. <u>Provision for SEND / disadvantaged</u> • Inclusion strategy • Differentiated guidance is available for every lesson with in the Kapow scheme, which will ensure that lessons can be accessed and enjoyed by all children and opportunities to stretch children's learning are available when required <u>Challenge</u> • Children can stretch their own ideas and develop their own skills and be as creative as they wish. <u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u> • Opportunities are provided for children who have not achieved or been exposed to skills to visit previous units.

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IMPACT	Review and Assess Assessment for Learning	Review of learning – assessment for end of unit questions. Feedback to improve – monitoring and evaluation and how to improve/prepare for next unit. At the end of each unit there is an assessment 'Quiz' and a 'Knowledge Catcher' which will provide an assessment of the children knowledge. Assessment - Curriculum expectation-this can be done by considering the quality of progress: Quality – is the quality of children's work improving over time? Breadth – are children broadening their knowledge? Height – are children raising the level of their skills? Depth – are children deepening their understanding?
	Summative assessment	- At the end of each unit a quiz is presented and children complete a question and multiple choice assessment and a knowledge catcher. - Art and Design skill are assessed using the following criteria at the end of each unit / year: working below / working at / working above.
OTHER	Culture	Love of art and design flourishes throughout school by: - Children have the opportunities to gain experiences with a variety of materials that enables them to develop their skills and techniques which will enrich their knowledge for further life. - Children are engaged with art and design as there is no right or wrong answers. Children have the opportunity to engage with their creation and develop it over a period of time. Children feel free to express their own imaginations and creativity and develop a sense of pride with their creative master pieces. - Children have the opportunity to work at home with homework challenges such as the Designing of the 'Walk to School' badge, Easter Extravagances completion, Laudato Si picture entry.
	Wider curriculum opportunities / Cultural capital	- Through studies of artist children will learn how art and design both reflects and shapes our history and contributes to the culture, creativity and wealth of our nation - Children can transfer life skills to their wider curriculum through their creativity with their language and drama of movement. - Art develops fine and gross motor skills and will be an aid in their writing.
	Reading within the Curriculum Area	An in depth study of the work of a famous artist through history, studying their techniques and processes. Children have the opportunity to offer opinion and to compare and contrast artists. Literacy on drawing techniques and how to be creative books.
	Related Policies	- Handwriting and Presentation - Feedback and Marking to improve - Teaching and Learning - Assessment