



# ART

## Intent, Implementation and Impact Statement



# INTENT

St. Andrew's CEVA Primary's curriculum is designed to be used as a starting point for exciting, engaging and motivating learning which we are continuously developing to suit St. Andrew's CEVA Primary School and our I ASPIRE values. St. Andrew's Curriculum recognises the value of a school providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills.

St. Andrew's CEVA Primary's is a structured framework of Learning Units. Art is a Core Subject and connected by theme and mapped to the requirements of The National Curriculum in England Framework Document (NC) for KS1 & KS2; the Early Years Foundation Stage Learning Units are aligned to the Development Matters guidance and statutory Early Learning Goals/Early Years Outcomes.

St. Andrew's CEVA Primary's Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

# IMPLEMENTATION

This document outlines how our whole school curriculum intent is matched through the teaching and learning of Art.

At St. Andrew's CEVA Primary School, our intent and ambition is that our curriculum is designed to meet the requirements of the National Curriculum and enables our children to progress well in all year groups and increasingly attain at least age-related expectations combined in Reading, Writing and Mathematics by the end of Year 6.

Through the Art elements of our Curriculum, our I-ASPIRE values can be covered and supported through.

**Independence-** children independently applying skills to experiment, invent and create. Also, challenging themselves to be curious. Learning and exploring the work of artists, crafts makers and designers, using these as inspiration for own work.

**Ambition-** take risks, to have raised ambitions of what they can do and achieve through a range of media; both 2D and 3D, to experiment and take risks through drawing, painting and 3D work. To improve and develop their techniques and master these.

**Self-control-** control emotions in difficult situations, coping with disappointment; develop a wide range of Art techniques through colour, pattern, texture, line, shape, form and space. Be able to create drafts and reflect on their improving drafting skills to complete a final outcome.

**Perseverance-** Building resilience and not giving up. Trialing techniques and skills and being reflective about what has been successful and what needs further development. Improve mastery of Art techniques including; drawing, painting, sculpture with a range of materials.

**Integrity-** Doing the right thing when no-one is watching. Supporting others with collaborative opportunities within Art, being reflective and supportive.

**Responsibility-** Being a model citizen, contributing and understanding all actions have consequences. Working collaboratively, the children will have the opportunities to reflect of their work and help to develop peers.

**Empathy-** Understanding the views and beliefs of others. Learning about the work of a range of artists, crafts makers and designers, describing similarities and differences between practices and disciplines and making links to own work. How does an artist's work make us feel? What impact does their work have on us?

# IMPLEMENTATION

At St. Andrew's, we know that children learn in a variety of different ways, therefore, they are given opportunities to work independently and with others. Our delivery of Art supports these elements. We believe that the children need the chance to explore and investigate together to develop concepts as well as embedding basic skills, knowledge and understanding through regular individual practice.

Our Art curriculum provides opportunities to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As the children progress through the school, they should be able to think critically and develop a rigorous understanding of art and design. The children should also understand and appreciate how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

St. Andrew's CEVA Primary's scheme of work is designed with four 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.

# IMPLEMENTATION

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

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge 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. It also shows how knowledge builds in the formal elements of Art.

Our units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum.

Our units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum. Creativity and independent outcomes are robustly embedded into our 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 pupils.

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 every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch 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.

# IMPLEMENTATION

St. Andrew's CEVA Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. St. Andrew's has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. The children are taught Art as part of their termly topic work. WOW days will enable children to engage in the different topics throughout the year.

Art Whole school overview EYFS – Year 6

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ART Condensed LTP	Marvellous Marks	Make your mark	Map it out	Growing Artists	Power Prints	Interactive Instillation	Photo Opportunity
Spring	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 5	YEAR 6	YEAR 6
ART Condensed LTP	Paint my world	Paper Play	Life in Colour	Ancient Egyptian Scrolls	Light & Dark	I need space	Make my voice heard
Summer	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 5	YEAR 6	YEAR 6
ART Condensed LTP	Creation Station	Colour Splash	Clay Houses	Abstract Shape and Space	Fabric of Nature	Portraits	Making Memories

St. Andrew's CEVA Primary's 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.

The impact of St. Andrew's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.

## IMPACT

After the implementation of St. Andrew'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 St. Andrew's 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.

At St. Andrew's we assess the impact of the children's learning through summative and formative assessment. We use book looks, drop in and pupil voice to monitor skills, knowledge and progression. As well as this, we use a retrieval approach revisiting target knowledge to ensure pupils learning is retained and pupils have a secure understanding of their learning.