



## Art and Design

### Intent, Implementation, Impact Statement

	Key Points
<b>Our Intent</b>	<p>The intent is to deliver the national curriculum through high quality art and design teaching, which stimulates creativity and imagination. This provides children with visual, tactile and sensory experiences to understand and respond to the world in a special way. At Griffe Field Primary School, we enable children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. We aim to give children the opportunity to record from first-hand experiences and from imagination to develop opportunities to use their own ideas in their work. Children will develop the ability and an increasing confidence to control materials, tools and techniques. They will learn about the roles and functions of art and explore the impact it has had on contemporary life and that of different times and cultures. The children will explore ideas and meanings through the work of a range of artists and designers. They will foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.</p>
<b>Our Implementation</b>	<p><u>Teaching and Learning</u>            At Griffe Field Primary School, we implement an art curriculum that is progressive throughout the whole school. Art and Design is planned and taught in half termly modules, focusing on the knowledge and skills outlined in the Primary National Curriculum. Each module covers a particular art technique and is focused on a specific element of art. Creative, thematic and cross curricular links are made to ensure that children are given the opportunity to use and develop new skills. Children are provided with opportunities to express ideas, opinions and feelings, and challenge their thinking through focused questioning. They will experiment with materials and design, modify their work and appreciate the work of others. Children are also provided with outdoor opportunities to develop their art skills for example, on tree walks.</p> <p>In Foundation Stage, children experience Art and Design through activities planned as part of the Early Years Curriculum. In addition to planned activities, children have continuous access to a range of art and craft materials to stimulate creativity and develop art skills.</p> <p>In Key Stage 1, children continue to develop their creativity and imagination through a wide range of activities, using a range of materials which they are familiar with and which reflect the local environment. Children are given opportunities to focus on the works of famous artists, crafts people and designers from a variety of cultures. They are encouraged to ask questions such as, how do I feel about it?</p> <p>In Key Stage 2, children build on their skills, knowledge and understanding of processes and materials and begin to explore the diverse roles and functions of art and design in the locality and wider world.</p> <p><u>Inclusion and Wider Engagement</u>            All learning and activities are planned to be accessible to all learners, including SEND, G&amp;T and other varying abilities. When teaching Art and Design, the interests of the children are taken into account to ensure that learning is engaging, broad and balanced. Children are encouraged to share and explore both their own and new diverse culture experiences.</p> <p>Additional enrichment is provided through; Theme days/weeks within schools, outside providers delivering clubs/workshops/assemblies in school, school trips, after school/lunchtime clubs, access to regional or national competitions and others. These are made accessible to all ages and abilities.</p>

Pupil Assessment & Attainment

During art lessons, children's learning is measured using observations, key questions and marking. This is used to support the planning and development of teaching and learning in the short term. Summative assessments include using Record of Achievements (ROAs) at the end of each term to see which children are on track and which children are exceeding expectations. This supports teacher assessment during the year as well as the Subject Leader's and SLTs monitoring of data to aid in planning for development of the subject and whole school targets.

Art Subject Area and School Improvement Planning

The subject leader:

- Measures the impact through monitoring activities, including; learning walks, questionnaires to staff and pupils, pupil voice, looking at evidence of pupils' work, analysis of teacher's assessments (including ROAs and teacher assessments), and any other relevant evidence.
- Evaluates the impact and plans for future development of the subject for pupils and staff.
- Creates an action plan, looks to develop new opportunities, refines current practice, plans CPD for staff and feeds into the School Improvement Plan (where appropriate).

Overall Intended Impact

To ensure:

- Art is engaging and enjoyable for pupils, which generates a love of Art as a subject and an appreciation of the world around them.
- Teachers have the confidence and knowledge to deliver a well-planned and interesting curriculum to pupils using a range of resources and approaches.
- Pupils make good progress in their acquisition of skills, knowledge and understanding.
- Children access a range of different learning opportunities, both indoors and outdoors.
- Staff evaluate the impact of their teaching and learning and develop their practice to suit the learners in their classroom.
- The subject leader can identify strengths and areas for development of the subject and act upon it in the interest of the school