

Intent, implementation and impact statement for Art and Design

Intent statement:

“If children engage during their primary education with arts and culture, they are three times more likely to go to university, more likely to vote, and more likely to have good physical and mental well-being” Kate Fellows, Head of Learning and Access, Leeds Museums and Galleries in ‘Museums that make us’ with Neil Macgregor, Radio 4.

At Park Street C of E Primary School, our objective is for our pupils to develop a lifelong love of art and design, developed firstly through their own creativity, but also by developing knowledge of how artistic progression has paralleled, reflected and inspired development in human thought and civilisation. Making connections between art and other topic areas, as well as between pupils’ own creative experiences and those of a range of diverse artists and designers, contemporary and historical, enables children to develop their artistic skills inspired by knowledge and outcomes of successful practitioners. All children, including SEND and children who are at all disadvantaged by their backgrounds, are able to develop their ‘cultural capital’ in art and design by engaging with activities and opportunities that engender an appreciation of human creativity, and how this connects with ‘the best that has been thought and said.’

Park Street Church of England Primary School is a school with a Christian character and seeks to ensure that all who learn and work within the school are enabled to experience ‘life in all its fullness’ [Jn 10.10] - to be people ‘fully alive’ [St Irenaeus]. Spirituality and Religious Education are frequently explored through a creative and artistic perspective.

Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. A high-quality art and design education should inspire, engage and challenge all children - enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern.

Children will become involved in shaping their environment through art and design activities, involving different creative techniques. They will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

Aims: The National Curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design

4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation

At Park Street C of E Primary School, we will achieve this by:

- Teaching art regularly. The children will cover an art topic at least once every term
- and will also have additional opportunities to engage with art and design activities throughout the school year.
- Linking art as closely as possible to the topic for the term, to ensure relevance and context.
- Teaching a predominantly skills-based curriculum, which covers drawing, painting, sculpture and printing. Full details of our art curriculum can be found in our Long Term Overview and progression documents.
- Re-teaching skills throughout the children's time in school. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge, to build on the children's previous learning.
- Ensuring that each child develops their skills and techniques in a way appropriate to them, through clear differentiation and support, active and purposeful experiences, and using a variety of art materials and teaching strategies.
- Fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers to introduce pupils to a wide range of contemporary and historical artists and craftspeople.
- Introducing children to artists and art movements directly linked to the skills or topics they are covering.
- Utilising a sketchbook approach, so that children feel safe to experiment and take risks, without the fear of doing something "wrong".
- Openly promoting art and design as a possible further study or career choice.
- Encouraging each child to evaluate their art and design work and that of others, both with peers and adults.
- Celebrating effort, progress and achievement in art through displays, exhibitions and enrichment activities such as visits to exhibitions and galleries.

As in the other areas of the curriculum, a range of metacognitive strategies are embedded in the planning and teaching of this subject at Park Street, as they are proven to have a measurable and significant impact on learning (see the work of John Hattie). Children are provided with learning journeys, outlining key learning objectives at the start of each topic, and these are referred to at the start of each lesson, reviewing what has been covered so far and what will be learned next. Learning objectives and success criteria are made explicit at the start of every lesson. Learning journeys, challenge headers and success criteria develop pupils' knowledge of their own learning and progression; helping them to embed knowledge from surface to deep to transferable, committing learning to long term memory to enable progression.

Early Years

We teach art and design in EYFS as an integral part of the topic work covered throughout the Reception year. We follow the statutory Early Years Foundation Stage Framework and we use 'Development Matters' as a vehicle for delivering our curriculum. This enables us to cover the Expressive Arts and Design objectives which ensures that we incorporate art knowledge and skills. These Early Learning Goals (ELGs) underpin the curriculum planning for children aged three to five. Art makes a significant contribution to the ELG objectives; creativity plays a significant role in

thinking and understanding across all seven areas of learning. If children's thoughts and feelings are sought and valued and they are encouraged to decide for themselves how best to represent their ideas, explore possibilities, make new connections and solve problems, they are developing the skills for life-long learning and confidence in themselves,

both as thinkers and as learners. The characteristics of effective teaching and learning are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent and creative learners.

Our enabling EYFS environment provides our Reception children with:

- opportunities to experiment with inspiring and accessible media and tools
- the freedom to make a mess and mix materials
- space to create individually and collaboratively
- places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home)
- opportunities to make choices
- the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling
- support to develop mastery in a range of skills, techniques and safety rules
- opportunities to develop strong gross and fine motor skills through the manipulation of materials and tools in a variety of contexts
- the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions
- opportunities to talk about and evaluate their own achievements.

Inclusion

We seek to make learning opportunities accessible to all by providing tasks which offer scaffolding to those who need it, but also give every child the opportunity to make progress and excel. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty - not all children complete all tasks but all children have opportunity to try
- providing resources of different complexity depending on the requirements of the child
- using classroom assistants or teacher to support or extend children individually or in groups
- making necessary adjustments for our SEND pupils
- setting additional 'challenge' tasks to engage our gifted and talented children

We ensure that all our children have the opportunity to gain knowledge and understanding regardless of gender, race, physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias.

Health and Safety

- Teachers must plan safe activities, both on and off-site, and complete a risk assessment if necessary.
- The use of any equipment/materials/sources is to be modelled carefully prior to pupil access.
- Expectations about how to place, carry and use equipment/materials/sources are carefully outlined.

The Art Co-ordinator

- Takes the lead in policy development and the implementation of the Scheme of Work.
- Supports colleagues in their development of planning and implementation of the Scheme of Work. Monitors the resources and takes responsibility for the purchase and organisation of central resources for art.

- Keeps up to date with developments in art education and disseminates information to colleagues as appropriate.
- Monitors the teaching and learning of art throughout the school.

Impact

As stated at the start of this document, successful and encouraging engagement with the arts can have a profound impact on pupils' future life choices and successes. Our curriculum must give our pupils a chance to learn, improve and embed a range of artistic skills, in a systematic and consistent progression. As this develops they are able to make connections with previous learning; historical, geographical and scientific stimuli, and skills and techniques used by a range of artists and craftspeople. We encourage our pupils to be confident to explore, experiment and take risks, placing value on the learning process and journey, not just on the finished product. In order for their creative lives to improve their physical and mental well-being, we want our children to have found and developed a creative 'outlet' – a means of self-expression and enjoyment.