



## **Art and Design; Intent, Implementation and Impact statements.**

### **Intent**

At Lewannick Community Primary School (LCPS), we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Our Art curriculum follows Kapow's Art and design scheme of work which is 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 learn about art and artists across cultures and through history. Our curriculum supports pupils to meet the national curriculum end of key stage attainment targets.

Our curriculum for Art and Design aims to ensure that all pupils can:

- 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.

### **Implementation**

The teaching and implementation of Art and Design at Lewannick Community Primary School is based on the National Curriculum and Kapow Art scheme of work. Our curriculum provides a well-structured approach that links with termly class topics and builds on prior learning. Throughout the year, each class will revise and build on their previous learning in four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and Design

Within these core areas, five strands run throughout creating a spiral curriculum:

- 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 linked to the class's current topic.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Lessons can be accessed and enjoyed by all pupils through differentiation with opportunities to stretch pupils' learning if 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.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD thus ensuring the delivery of Art is of the highest quality.

Lewannick Primary School takes part in a whole school art day aimed to inspire pupils and develop their confidence to experiment and invent their own works of art based on a chosen artist or designer. Pupils are then given an opportunity to showcase their work to parents and the local community in a whole school exhibition. This allows both the pupils, teacher, parents and the local community to collaborate in celebrating the talent and success of our pupils.



### **Early Years Foundation Stage**

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media (pen, pencil, chalk etc) and materials (clay, playdough, natural resources – mud, leaves, wool, fabric etc).
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

### **Impact**

Our 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.

Summative assessments will take place throughout the year and teachers will record progress and attainment for each child against lesson learning objectives using the school's 1,2,3 tick system for assessment. Teachers will use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data will be analysed by the subject lead on a termly basis to inform and address any trends or gaps in attainment. Further information will be gathered through pupil conferencing; highlighting strengths and achievements plus any improvements in knowledge and skills that still need to be embedded.

Children in Foundation Stage will be assessed within Expressive Arts and Design. Age related expectation levels will be reported to parents at the end of the reception year.