

Learning together with Respect, Friendship and Perseverance

Art & Design - Intent, Implementation, and Impact Statement

Intent

At Bampton CE Primary and Nursery School teachers plan Art & Design lessons that meet the aims of the EYFS framework and the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will be taught about the work of famous artists, designers and craft makers. Through an inspiring and cross curricular approach, based on practical and hands on experiences, we aim to develop children's interest and curiosity about art and design. Teachers will plan a series of lessons providing progression in both skills and knowledge. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Opportunities to explore excellence and celebrate success are built into the curriculum provision.

Implementation

Early Years Foundation Stage

- Art & Design is included within the 'Expressive Arts and Design' area of learning and development and it has two aspects with it, which are as follows: 'Exploring and Using Media and Materials' and 'Being Imaginative'.
- Each term, opportunities are planned for children to develop their skills in order for children to meet age-related and end of year expectations (Early Learning Goals – ELGs)

Art			
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To explore colour and how colours can be changed. • To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. • To begin to be interested in and describe the texture of things.
		Being Imaginative	<ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiment to create different textures. • To understand that different media can be combined to create new effects. • To manipulate materials to achieve a planned effect. • To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select the appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using.
		Being Imaginative	<ul style="list-style-type: none"> • To create simple representations of events, people and objects. • To choose particular colours to use for a purpose.

ELG	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Being Imaginative	<ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Primary Phase

- Our Art and Design curriculum has been designed to cover all of the skills set out in the National Curriculum.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Pupils should be taught: <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.

- Our Art and Design lessons are based on a the Plan It scheme of work for Art and Design which is then adapted to meet the needs of each class by class teachers.
- At Bampton CE Primary and Nursery School, each of our pupils (YR – Y6) has their own sketch book, in which they can record ideas, practise new techniques and to further refine their skills. These sketchbooks give our pupils the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related art work, enabling pupils to show perseverance and dedication to complete any project to the best of their ability.
- Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of art concepts and skills. School visitors and trips (including a yearly visit to our local Art Gallery – West Ox Arts) are facilitated where appropriate to enhance the pupils’ understanding and skills further. These school visitors and trips will often occur during our annual Arts Week.
- Opportunities to display and celebrate Art and Design work are regularly sought through class assemblies, open afternoon in Arts Week and opportunities to participate in Art and Design competitions.

Impact

- Art and design learning is loved by teachers and pupils across school.
- Teachers have higher expectations and more quality evidence can be presented in a variety of ways.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.
- Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- All children in school can speak confidently about their art and design work and their skills.
- Due to the nature of this curriculum area, Art and Design monitoring takes various forms. A key component of this is pupil voice; school Art & Design lead to use pupil voice as an effective tool to ascertain the pupils’ ability to express themselves

through a range of different mediums. Sketch book/artwork/planning monitoring throughout all year groups also takes place to compliment this, allowing the Art & Design lead to ensure our pupils have the opportunity to develop their skills fully and showcase their talents. Examples of our pupils' work is exhibited throughout the school, both on classroom and communal displays.

- Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.
- Areas of curriculum strengths and weaknesses are analysed by the Art & Design lead and actions planned, with the agreement of the SLT, to address areas for improvement.