

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 (EAD)** area of learning and development. It is also included in the **Physical Development** areas of learning and development.
- Each term, EYFS staff will plan a variety of adult-led teaching and learning opportunities, where children will be taught a range of skills, using a variety of media and tools. Children will be able to explore these skills during continuous provision on a daily basis. Planning will be guided by the **EYFS Statutory Educational Programmes** and **Development Matters**. Reception children will also be able to explore drawing techniques regularly in their art sketchbooks.

EYFS Statutory Educational Programmes:

Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Expressive Arts & Design: Birth to 3
<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.
Physical Development: Birth to Three
<ul style="list-style-type: none"> • Build independently with a range of appropriate resources. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Develop manipulation and control. • Explore different materials and tools.

Expressive Arts & Design: 3 & 4 Year Olds
<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.
Physical Development: 3 & 4 Year Olds
<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.

Expressive Arts & Design: Reception Children
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
Physical Development: Reception
<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

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
<p>Pupils should be taught:</p> <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. 	<p>Pupils should be taught:</p> <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.

- At Bampton CE Primary & Nursery School we use units from Cornerstones in Key Stage 1 & 2 to ensure that National Curriculum expectations are met. The units are carefully chosen and allow for progression of both knowledge and skills. Teachers adapt the planning as necessary to ensure it meets children's needs and is accessible to all children. Progression is planned & monitored to ensure prior learning is embedded and built upon.
- In Nursery and Reception topics and learning opportunities are planned to allow progression in the Development Matters statements in order to allow children to attain their Early Learning Goals.
- 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.
- 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.

Impact

- Children are able to demonstrate meeting Early Learning Goals at the end of foundation Stage and later end of Key Stage 1 & 2 expectations.
- Progress through Early Years and Year 1 is tracked using Tapestry learning journeys.
- Art and Design learning is loved by teachers and pupils across the 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.