



Art: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the art curriculum, how to deliver it and how to measure pupil progress.

INTENT

School Curriculum Intent:

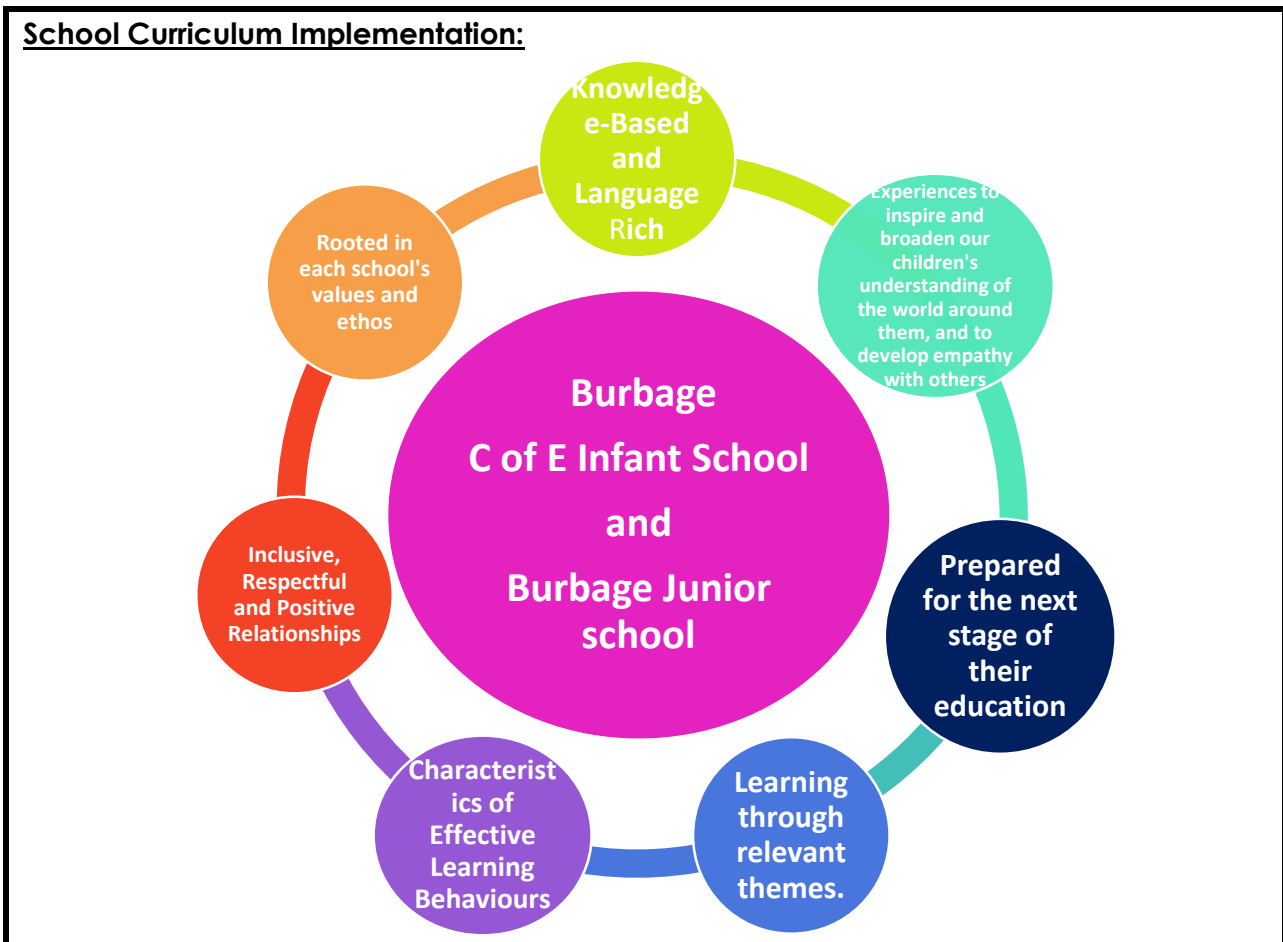
For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

At Burbage C of E Infant School, we use Kapow Primary's Art and Design scheme of work as this aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme of work, written by experts in their field, provides children with every opportunity to develop their ability and nurture their talents and interests. It also provides the opportunity for children to learn about art and artists across cultures and through history.



IMPLEMENTATION



The Kapow art scheme of work is designed into five strands that run throughout. These are:

- 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. The formal elements - a key part of the National Curriculum - are also woven throughout the units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build upon their previous learning. Units in each year group are organised into four core areas:

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


Our units fully scaffold and support essential and age appropriate sequential learning, and are flexible to allow for cross-curricular links. Creativity and independent outcomes are embedded into each unit and support children in learning how to make their own creative choices. This ensures that their art outcomes, whilst still being knowledge-rich, are unique to each child.

Lessons are always practical in nature, allowing our young learners to be experimental and exploratory, using their sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when 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 has been created with the understanding that many teachers do not feel confident delivering the art curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard.

IMPACT

School Curriculum Impact: 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

Kapow Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our 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.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

After the implementation of Kapow Primary's Art and Design scheme, pupils should leave school equipped with a range of techniques and the confidence and creativity to form a strong foundation for the art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and Design scheme of work is that children will:

- 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 outlines in the National Curriculum for Art and Design.