



[ART Intent, implementation and impact statement 2024](#)

[Subject leader: Mrs N Cassidy](#)

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate

[Rationale – what do we believe artists are? In our school we think...](#)

At St Mary’s RC Primary School and Nursery, we believe that teaching and learning in Art is important because it stimulates creativity, imagination and inventiveness. The purpose of Art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design.

[Intent: - what is being delivered?](#)

At St Mary’s, we use Kapow Primary’s revised Art and Design scheme of work. We aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is devised to give pupils every opportunity to develop their ability, develop their skills, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design’s progression competencies.

[What will this look like in EYFS, KS1 and KS2?](#)

The Early learning goals for Expressive Arts and Design in EYFS aim to guide children in becoming imaginative, creative and having the confidence to experiment with different textures, tools and media.

At St. Mary’s, practitioners in EYFS provide continuous opportunities for Art exploration to ensure children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. Through mark making they explore paint, using fingers and other parts of their bodies as well as brushes and other tools. They express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Children have opportunity of creating large scale artwork and sculptures in the garden and outdoor provision area and use a range of outdoor equipment and natural resources to make marks, draw, paint, print, construct and sculpt.

Across KS1 and KS2 the Art curriculum retains some flexibility, and builds and expands on previous knowledge and skills. Each year group, across the school, learns about modern day and historical artists, sculptors, designers and architects.

At KS1

Pupils use a range of materials creatively to design and make products, using drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Through

learning about modern day and historical artists, they describe the differences and similarities between different practices and disciplines, and make links to their own work.

At KS2

Pupils are taught 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. The children each have their own personal sketch book to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Implementation:

To ensure our teachers provide the best opportunities for the delivery of the Art curriculum, the content of the subject has been carefully sequenced building from EYFS to KS1 to KS2 and is underpinned by key substantive and disciplinary knowledge and concepts. This is clearly mapped out in our Overview of Art Learning document.

At St Mary's we teach Art through a variety of creative and practical approaches. In EYFS, KS1 and KS2 we use Kapow, an online subscription-based resource to support our planning and delivery of high-quality Art teaching – this is enhanced and supplemented further when needed and so appropriate for our children and school context. Children have the opportunities to express themselves, be creative and apply art skills in a variety of different subjects.

Art is timetabled and taught at least three times throughout the year explicitly, although Art skills may also be developed on a cross-curricular basis alongside other work and wider curriculum opportunities. Teachers space their Art learning across the half term to ensure concepts are revisited and remembered.

Teachers will make use of knowledge organisers to share key knowledge, artists, skills and vocabulary for every half term's unit, which will enable children to understand the exact knowledge/vocabulary that needs to be learnt by the end of the half term.

Teachers will start a new Art unit with an 'Initial Retrieval Practice map' to ensure the pupils retrieve previous learning from the previous unit of work with the same creative concepts and skills.

Our learning environment will reflect the current learning and creates opportunity for children to refer to concepts, knowledge and skills taught.

The Kapow Art scheme of work is designed with 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 units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows

pupils to revise and build on 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

Impact

Pupils record their learning in a variety of ways, recorded within their Art sketch books from Year 1 upwards, these are passed up with each year group annually allowing pupils to reflect and retrieve prior learning. ClassDojo is used to evidence the learning that takes place as a group/whole class or large-scale artwork.

The use of retrieval practice strategies built into the learning will help teachers identify how much knowledge has been learnt in a unit. At the end of each unit, children will complete an assessment, which is authentic to the discipline being taught and, in many cases, also a multiple-choice quiz. This information informs teacher assessments of children working towards, at and above the expected standard which will be identified at the end of each unit.

Subject leaders will conduct learning walks, book scrutiny and pupil voice interviews to measure the impact of our teaching, based on how much children can remember.

Subject leaders will meet with their cluster schools' networks on a regular basis and will moderate the planning, work and monitoring outcomes from their setting to ensure that standards are meeting or exceeding the expectations of the EYFS and National Curriculum.