



ART AND DESIGN

INTENT, IMPLEMENTATION AND IMPACT STATEMENT

THIS DOCUMENT OUTLINES: THE INTENT AND RATIONALE BEHIND OUR ART AND DESIGN CURRICULUM, HOW WE DELIVER IT AND HOW WE MEASURE PUPIL PROGRESS.



Intent

Using Kapow Primary's Art and design scheme of work Stonegate School aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is written by experts in their field and 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 learning about art and artists across cultures and through history.

Through the school's mixed aged classes and by using Kapow Primary's Art and design scheme of work we aim to support all pupils to meet the national curriculum end of key stage attainment targets. The scheme has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

Implementation

The implementation of the curriculum relates to how the learning is delivered across our school. This takes the intent of the learning and translates it into a progressive and effective curriculum.

The Kapow Art scheme of work is designed with four strands that run throughout. These are:

- *Generating ideas*
- *Using sketchbooks*
- *Marking 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*

Our National curriculum mapping document shows which of the units cover each of the National curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge builds in the formal elements of Art.

Our units fully scaffold and support age-appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum.

Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using 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.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Art and Design.

The Stonegate curriculum, using the Kapow Primary's scheme 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.

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. A spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.

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

Impact Statements

The expected impact of our curriculum from 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 outlined in the national curriculum for Art and design.