



Statement of Intent for Art and Design

Learning Growing Believing Together

“Encourage one another and build each other up”
Thessalonians 5:11

At Trinity Church School, we encourage high quality art lessons, which follow a sequence to inspire children to think innovatively and develop confidence to experiment and invent their own works of art. Our art curriculum provides children with many opportunities to develop their ability to nurture interests and talents, express thoughts about the world, use a variety of media and materials and to learn about artists across cultures and through history.

Implementation

The Kapow primary art and design scheme of work supports pupils to meet the national curriculum end of key stage attainment targets. The Kapow Art scheme of work is designed with four 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. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on previous learning. Units in each year group are organised into four core areas. These are

- Drawing
- Painting and mixed media
- Sculpture in 3D
- Craft and design.

The skills in which they acquire are applied cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. For example, sketching historical artefacts, researching geographical locations to support landscape paintings, or identifying emotions in art, relating colours with feelings to encourage discussions during personal, social and emotional development. Art sessions provide many mathematical opportunities looking closely at shapes both 2D and 3D, repeating patterns and space and measure when designing and creating sculptures. It is paramount that artwork is purposeful; ensuring the children are aware of the overall desired outcome, taking risks and working through the threshold concepts to be successful.

During art sessions every child is expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and throughout the process, with evidence of age-related verbal or written reflection.

Impact:

Our curriculum 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'll be able to talk confidently about their learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

If children are keeping up with the curriculum, then teachers will see progression. We measure this impact in a variety of ways:

- Pupil conference, which is recorded age appropriately, assessing their vocabulary and skills acquired.
- Evaluate and analyse creative works using specific language. Know about artists and the historical and cultural development of their art.
- Produce creative work exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture, art, craft design techniques.
- Books are monitored to ensure a clear progression in the lessons and monitoring children's progression.
- Learning walks take place, viewing children's work and their achievements.
- A clear progression document has been created to ensure skills are being developed from Early Years to Year 6.
- Kapow tracking document to inform termly assessments.

End Points:

Key stage 1 Pupils should be taught:

- 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.

Key stage 2 Pupils should be 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.
- Pupils should be taught: 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.