

Intent

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Our children have access to a progressive curriculum that is supported by Kapow Primary. The 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.

The intent of our Art & Design curriculum is:

- To 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.
- To enable children to produce creative work, exploring their ideas and recording their experiences.
- To enable children to become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To enable children to evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art & Design comes into different areas in EYFS:

C&L – Listening, Attention and Understanding – ELG – children listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.

C&L – Listening, Attention and Understanding – ELG – they make comments about what they have heard and ask questions to clarify their understanding.

C&L – Listening, Attention and Understanding – ELG – they hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

C&L – Speaking – ELG – Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

PSED – Self -Regulation – ELG – Children show an ability to follow instructions involving several ideas or actions.

PSED – Managing Self – ELG – They are confident to try new activities and show independence, resilience and perseverance in the face of challenge.

PD – Fine Motor Skills – ELG – They use a range of small tools, including scissors, paint brushes and cutlery.

PD – Fine Motor Skills – ELG – Children begin to show accuracy and care when drawing.

UW – The Natural World – ELG - They explore the natural world around them, making observations and drawing pictures of animals and plants.

EAD – Creating with Materials – ELG – Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EAD – Creating with Materials – ELG – They share their creations, explaining the process they have used.

Kapow's Primary Art and design scheme of work 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 (NSEAD) progression competencies.

By the end of Key Stage 1, pupils should be able to:

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

By the end of Key Stage 2, pupils should be able to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- talk about great artists, architects and designers in history

Implementation

Art & Design is mainly found in the expressive arts and design section of the EYFS Statutory Framework but it is also found in the communication and language and shape, space and measure sections. Children in EYFS participate in Art & Design across the curriculum through outdoor painting activities, mark-making, colour mixing, exploring a range of recycled materials, patterns in nature and collage. Resources to stimulate Art & Design development are also provided for children to use in continuous provision for more independent exploration.

The 'Kapow' Art & Design 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 analyzing

Units of lesson 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

Kapow's National curriculum mapping 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.

The Kapow units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with year group topics. Creativity and independent outcomes are robustly embedded into Kapow's 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 our 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 pupil's 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 Primary supports teaching staff who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD and deliver lessons of a high standard that ensure pupil progression.

We also draw on other resources to enhance the children's art, craft and design development. The opportunity to work with a professional potter allowed pupils to create a huge whole school clay Owl that is displayed outside school. We were able to provide the opportunity for one class from each key stage to work with a potter to produce 3D clay work for their craft unit of work and an after-school Upper and Lower KS2 Clay Club for DA children to take place.

Although the children's sketchbooks record the thinking process which often leads to art outcomes, the sketchbook itself becomes an art form. Sketchbooks are used for many other things aside from sketching, including: drawings or notes, etchings, key words, pieces of fabric or material, found objects, colours, photos, texts, rubbings, annotations, ephemera and other visual references.

Children have the opportunity to enter National, Regional, Local and School Art and photography competitions. We display the children's artwork within the school whenever and wherever we can. Larger pieces or special pieces are made into more permanent displays. The children love to see their artwork on display and quite often comment on their own and other's work.

At times, in Owl Groups, we will study specific artists – finding out more about them and their style of art. Art is also used to support other areas of Owl Groups such as finding out about HMS Windrush during Black History month. Children are able to showcase their talents by producing scenery for our plays and performances. Local companies have asked our children to produce collaborative art pieces for display in their premises.

Each unit of Art & Design is assessed by class teachers continuously during lessons. A main focus area of the National Curriculum is selected for each unit (from drawing, painting, craft, line, pattern, texture, colour, materials, form and space, shape, tone). Supporting documents from the 'Kapow' scheme are used along with the progression of skills and knowledge documents. Reviewing and reflecting regularly helps to inform future lessons and provide the evidence for end of year judgements.

Impact

Kapow's Primary 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 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's Primary 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.

Following the implementation of Kapow's Primary Art and Design scheme, pupils should leave Grangefield 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.

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 in their art.
- Be keen to participate in wider art, craft and design opportunities.
- develop an appreciation and understanding of art, craft and design which they can carry with them throughout their lives.
- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

