

Art Intent, Implementation and Impact Statement

Introduction:

At Valley Invicta Primary School at East Borough, our Art and Design curriculum aims to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art, stimulating their interest and understanding. We enable our pupils to know more about artists, craftspeople and designers, various artistic styles and to become proficient in a range of art and design techniques and processes, impacting positively on their creative ability progression.

Intent	Implementation	Impact
<p>At East Borough we have designed our Art curriculum to fulfil the requirements of the National Curriculum for Art and Design whilst inspiring children to think innovatively. This ensures that we provide a well-sequenced and broad and balanced art curriculum with progressive development of knowledge and skills.</p> <p>Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. It allows pupils to observe and record from first-hand experience and from imagination, develop their competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, knowing more and remembering more about artists and artistic approaches. They will be given the opportunity to recap on their prior learning and make links between the various artists and artistic styles to demonstrate their knowledge and understanding.</p> <p>Rich in cultural capital, our Art curriculum offers a wide variety of learning experiences and</p>	<p>At East Borough, we ensure that art and design is high profile within the curriculum. To ensure high standards of teaching and learning in art and design, <i>teaching and learning shows progression across all key stages; covering all aspects of the NC.</i></p> <ul style="list-style-type: none"> • Balance of knowledge, skills and vocabulary • Explicit links to what has been learnt in previous years <p>There is a structured approach to the planning of composites and components which ensures that learning is well sequenced. It enables pupils to know more and remember more.</p> <p>The composites are broken down into a series of components; this identifies knowledge and vocabulary that will be learnt at different points in the learning journey. Each individual component has a consistent approach to the structure.</p> <ul style="list-style-type: none"> • Links and recap to prior learning • Hook – engage pupils interest • WALTs are shared with pupils 	<p>Children will know more, remember more and understand more about Art.</p> <p>We are aiming for 85% of pupils to master the curriculum content, with some pupils showing a deeper level of understanding.</p> <p>This will be assessed through:</p> <p>Formative assessment opportunities – these will be provided at the end of components to systematically check that pupils have gained the targeted knowledge and understanding. Additionally, pupils will have the opportunity to reflect and evaluate their own learning and suggest ways to improve.</p> <p>Assessment for Learning strategies will be used within each component to support pupils in talking clearly and knowledgeably about the artist, artistic movements and artistic skills taught; using the correct technical vocabulary and making links to</p>

<p>additional opportunities. We plan visits to local museums and art galleries, whilst also welcoming visitors into the school to share experiences and offer hands-on workshops. In addition to this, collaborative creative opportunities often take place across the Trust schools. Pupils learn about significant artists, craftspeople and designers and are able to describe their different styles using technical vocabulary. Through learning about the roles and functions of art, pupils will gain an awareness of the impact it has had on contemporary life and on different periods and cultures. This helps to prepare the children for life outside of East Borough.</p> <p>Pupils are clear of what the intended composite outcomes are as they are shown a modelled example or an 'end goal' and they are able to measure their own work against this. Consequently, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.</p>	<ul style="list-style-type: none"> • Previous vocabulary is revised and new vocabulary shared • New learning and modelling techniques— variety of different activities such as showing a variety of techniques, video stimulus, research, real life examples of the art work, analysing sources • Independent learning session • Formative assessment opportunities – through self and peer reflection and evaluation <p>The sequence of learning and high quality substance of components, leads pupils to achieving mastery of the WALT. The substance the children have access to varies in activity: research, exemplar videos followed by discussion, exposure to new stimuli, educational visits and visitors to school. This builds their skills and knowledge resulting in high quality end outcomes.</p> <p>Where pupils have good prior knowledge and have already mastered the curriculum, activities are planned that deepen the pupils' knowledge. For instance, exceptionally talented pupils will then be selected for appropriate enrichment opportunities throughout the year.</p>	<p>previous learning.</p> <p>The learning in pupil's sketch books will demonstrate that they are confident with the skills and knowledge learnt – showing mastery of the curriculum on offer and producing high quality composite pieces.</p>
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