



Art and design

Intent, implementation and impact statement

This document outlines: the intent and rationale behind the Art and design curriculum, how to deliver it and how to measure pupil progress. This information can be used to help create your school's bespoke Intent, implementation and impact statement.



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Intent

Eagle Community Primary School uses the Kapow Primary's Art & Design scheme of work.

During Art and Design lessons at Eagle Community Primary School, our intention is to inspire pupils and develop their confidence to experiment and invent their own works of art.

Kapow Primary's revised Art and design scheme of work 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 this ambitious approach, we aim to inspire pupils to be curious, creative, confident and life-long learners; who are inspired to create, experience, and participate in great arts and culture.

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.

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Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across your school, taking the intent of the learning and translating it into a progressive and effective curriculum.

When using a scheme, such as Kapow Primary, the majority of this aspect is taken care of.

The Kapow Art revised 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**

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

Our Progression of knowledge and skills 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.

Our units fully scaffold and support essential and 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 pupil and personal.

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.

Kapow Primary supports teachers 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 in your school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

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Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

Kapow Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our 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. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative 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.

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 of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Assessment:

At the end of each Unit of Work, children's assessment information will be inputted into and collated on Integrus.