

## Art and Design – Intent, Implementation, and Impact Intent

### Intent

At Beech Hill Primary School, we value the importance of Art and Design. It is our children's entitlement to be able to share and express their individual creativity, independence, resilience, and self-reflection. It is our intent to provide all children with the fundamental skills, techniques and knowledge needed to independently create their own unique drawings, paintings, sculptures, and crafts. We want the children to have a natural sense of wonder and curiosity when studying a wide variety of artwork. We empower children to discover great artists that will enable them to explore their own and other's cultural heritages. We give the children the time and space to explore new themes, new sensations, and ways to be creative without the need to be perfect. At Beech Hill, we believe that the process takes precedence over the product. We want our children to see the enjoyment and satisfaction in the process of producing art. It is through the children's personalised experience of art at Beech Hill, that we enable the children to feel safe, secure, and happy, to produce their most creative work.

### Implementation

The teaching and implementation of the Art and Design Curriculum at Beech Hill Primary School is based on the National Curriculum in KS1 and KS2 and Development Matters in EYFS and are both linked to topics to ensure a well-structured approach to this creative subject. We teach a skills-based art curriculum, which allows the children to express their creative imagination as well as providing them with the opportunities to practice and develop mastery in the key processes of art. This is supported through the studying of key artists and the development of a knowledge of their work. Important links have carefully been made to help the children see the integral role art plays in our everyday lives, our community, in history and the wider world. It is up to our teacher's discretion, experience, and judgement to plan effective sequences of lessons for their children- whether this is a block of lessons, a whole day of art or on a weekly basis. We are flexible to meet the children's needs and tailor their experience of art based on their interests, skills, and what areas they need to develop further. We ensure that progression is being made in children's skills and knowledge of drawing, printing, painting, colour, sculpture, texture, and pattern, by following a skills progression document. In EYFS the children have daily access to a variety of media and materials which they can explore to produce their own creative work. Provision is carefully planned to suit the interests of the children, whilst developing the necessary skills they are working on. Through on-going observations of the children, the adults have an in-depth knowledge about each child's development. This ensures that the adults facilitating learning know each child's next steps and can give the children the learning opportunity and experience they need to develop their skills in art. We place high importance on EYFS, as we know this provides the fundamental base for all learning. It is then in KS1, where the fundamental skills are developed and we look for any gaps in the children's skills, so that we can close any gaps at an earlier stage. By upper KS2, we aim for the children to use all the skills and knowledge that has been built upon year after year, to apply it to a variety of media and materials. In EYFS we document children's art through our 'Art Wall' so that the children can see their own artwork, reflect upon it, and make the decision when to put a new piece of artwork up. KS1 and KS2 both use sketchbooks to document their art learning journey, they are

given time with their sketch books to practice new skills before applying them to create a new piece of artwork. As well as this, art is promoted throughout our school through a variety of platforms. We take pride in displaying the children's artwork as well as great artists and photographers, around the school and hope to encourage the children to develop a language for art through discussing the artwork we expose them to.

### Impact

By the end of each Key Stage, all children can apply and understand the skills, knowledge and processes they have been taught so that they are proficient in drawing, painting, sculpture and other art, craft, and design techniques. Teachers use summative assessments to record the progress and attainment against the National Curriculum expectations. This information is used to inform future lessons; ensuring children are always supported and challenged appropriately. Most importantly, children will leave Beech Hill knowing that it is okay to make mistakes along their journey, they will think for themselves and be critical about their own and other's work, knowing how they can improve it or knowing when to stop if they are satisfied with their creative work.