"Love Learning, Love Life...in all it's fullness"

| ART Curriculum Intent, Implementation and Impact Overview | | | |
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| The intent of our Art curriculum is to deliver lessons at Holyport Primary School that value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | | | |
| INTENT | RESEARCH | IMPLEMENTATION | PLANNED IMPACT |
| **Intention 1**<br><br>**Produce creative work, exploring their ideas and recording their experience.** | Much research identifies the importance and benefits of the arts in young children's lives (Ewing, 2010; Twigg & Garvis, 2010; Twigg, 2011a, 2011b; Wright, 2012). According to Eisner (1972) "artistic learning and aesthetic experience are among the most sophisticated aspects of human action and feeling" (p. 1). It has also been noted that the arts play a vital role in the development of the child. Before children learn to read and write they draw, sing and dance (Kress, 1997). In fact McArdle and Wright (2014) believe that | The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by.<br>Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. | Children will engage with art at a deeper level, promoting further enjoyment and retention.<br><br>Children will recognise and apply key skills and vocabulary verbally.<br><br>This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements.<br><br>The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. |

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| | the arts are children's first literacies. | The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups.<br><br>The school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor, as well as indoor, environment.<br><br>**Assemblies** – Once a term displays in the hall should be updated to reflect the curriculum and current topics. Art work should be inspired by a range of artist from different ethnicities and genders. The children's art work should also be showcases in show assemblies and demonstrate different skills. | This helps supports children in achieving age related expectations at the end of their cohort year.<br><br>The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes.<br><br>Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. |
| **Intention 2**<br><br>**Become proficient in drawing, painting, sculpture and other art, craft and design techniques**<br><br>**Intention 3**<br><br>**Evaluate and analyse creative works using the language of art, craft and design**<br><br>**Intention 4**<br><br>**Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.** | Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual's style of preferred learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style. A successful approach will allow children to make an additional two month's progress.<br><br>Education Endowment Fund research indicates that the impact of arts participation has resulted in some improved outcomes being identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. It also acknowledges that wider benefits such as more positive attitudes to learning and increased | | |

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| | wellbeing have been reported. | | |

**CURRENT ACTION POINTS - for further details see our Art Action Plan**

- To establish available resources in the art room for teachers and pupils and ensure that a wide range of art forms are being implemented.
- Ensure cornerstones is used and easy for teacher's to access for planning.
- To monitor planning and assessment for all year groups- is feedback useful to children's development.
- To do an art 'Pop Up Shop' in the summer term where parents can purchase their child's artwork linked to a whole school theme, fundraising opportunity for the school to be able to buy new resources for the next term.