

Misterton Primary School

Intent, Implementation and Impact in Art and Design

Intent	Implementation	Impact
*For pupils to be able to use visual language skilfully and convincingly to express emotions and interpret observations convey insights and accentuate their individuality. *For pupils to have the ability to communicate fluently in visual and tactile form. * For pupils to have the ability to draw confidently and adventurously from observation, memory and imagination. * For pupils to become proficient in drawing, painting, sculpture and other art, craft and design techniques. * For pupils to have the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media. * For pupils to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. * For pupils to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.	*All pupils will have regular weekly Art and Design lessons. These might be a focused lesson for a skill development or into smaller lessons across a few weeks to create a final piece. *To create a positive artistic culture in school, where it is promoted, enjoyed and considered ‘a pleasure’ for all pupils. *All pupils will be encouraged to develop their own style through exploration and experimentation. EYFS: * Pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Pupils share their creations, explaining the process they have used. * Pupils make use of props and materials when role playing characters in narratives and stories. * Pupils use a range of media and materials to develop their understanding of them in order to manipulate and create different effects * Pupils use different media and materials to express their own ideas	• Pupils are proud of their art and design work. • Pupils are able to express themselves or explore the styles of artists to inspire their own work. • Pupils will be able to talk about their work, celebrate their achievements, evaluate their work and discuss their next steps. • Pupils develop their understanding of medium and how techniques are applied to achieve an intended outcome. • Pupils enjoy exploring with different medium developing skills and processes. • Pupils develop skills and techniques that can be applied across the curriculum. • Pupils enjoy finding out about artists, their life and apply techniques learnt to their own work. • Pupils develop a greater understanding of different cultures, respect and compassion. • Pupils social skills develop through collaborative work. • Pupils develop the ability to view the world from different perspectives.

* For pupils to have the ability to reflect on, analyse and critically evaluate their own work and that of others. * For pupils to have a passion and commitment to the subject.	* Pupils explore colour and use for a particular purpose Key Stage 1 * Pupils use black sketchbooks to record their observations, explore media, develop skills and record their chosen artist. * Pupils use a red sketch book for termly self-portraits, showing progression and a self portrait in the style of their artist. * Pupils use a range of materials creatively to design and make products. * Pupils use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * Pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Pupils learn 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. Key Stage 2 * Pupils use black sketchbooks to record their observations, to explore and continue to develop skills, to review and revisit ideas, to use a range of media, and use them to record their chosen artist. * Pupils use a red sketch book for termly self-portraits, showing progression and a self portrait in the style of their artist. * Pupils improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials * Pupils build on their understanding about great artists, architects and designers in history. * All teachers and TA's to support ALL pupils, through modelling; by providing support and challenge that	• Pupils are inspired and develop their own aspirations. • Pupils have the opportunity to feedback and receive feedback, which allows them to celebrate their learning success as well as learn from next steps comments/discussions. • Pupils can use art for different purposes and audiences. • Pupils know that others value their art and design work; they see it on display, shared on Marvellous Me with their families. • Skills progress throughout the school is evident in children's sketchbooks. • Pupils use classroom resources to support their learning. • Teachers moderate pupils' work in school to ensure assessments are made. • Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. • Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. • Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. • Standards being met at the end of EYFS, KS1 and KS2.
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	individuals require to advance their learning in Art and Design. * Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed. Vocabulary mats to be used. Thesauruses and dictionaries to be easily accessible for pupils to use. * To encourage and promote enjoyment in Art and Design.	
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