



Art Statement of Intent, Implementation and Impact

Intent:

At Court Lane Infant School, the child is at the centre of everything we do. We aim to teach drawing, painting and sculpture as tools for which children will use to express their ideas, experiences and imagination. The children are provided with a range of materials to creatively design and make products. They have time to explore and develop their techniques using colour, pattern, texture, line, shape, form and space. Children are exposed to how artists and craft-makers both reflect and shape our history. The children will learn to compare and contrast their work with the work of others and will learn how to offer their feedback. Children are learning to make informed judgements about Art, Craft and Design in the world in which we live.

Implementation:

Children have a termly Art and Design project which is linked to topics they are learning in school. Drawing, painting and sculpture are taught throughout the year and skills are taught to enable the children to be able to express themselves freely. In other opportunities throughout the year, disciplinary knowledge (skills) are taught separately for experimentation purposes. For the Early Years Foundation Stage, Art and Design provides transferable skills weekly and resources are accessible for independent experimentation on a daily basis. Each class have materials to use regularly and the children have a say in what they would like to try next. The children work hard to become visually literate by studying Artists and Craft makers, such as Vincent Van Gogh, Piet Mondrian and Shawn Marie Hardy. Artists, Authors and Illustrators also visit the children and they share their illustrative style by sharing or teaching the children their key drawing skills. Each year group has age appropriate but also progressive activities. The planning is reflective by referring to the impact made from the previous term and previous year group. High expectation is imperative regardless of aesthetic skill and children are given enough time to develop their work further. The children participate in school art competitions and collaborations, such as designing a Christmas card picture and colouring competitions. Whole school projects are celebrated in communal areas. Teachers across the academy, and key stages, share and critique good work practices and discuss up to date initiatives and opportunities. Tapestry is used to promote the pupil's learning and success. Children's work is uploaded to Tapestry for families to see at home.

Cultural Capital: Children have an opportunity to learn about a variety of artists, illustrators and designers from around the world and from different periods of time. They learn techniques that they use, compare and contrast and explore their imagination and creativity. Children will learn to use a variety of tools and materials such as paintbrushes and clay.

Assessment: Teachers formally assess children and plan opportunities to build on prior learning. Assessments are made against key substantive and disciplinary knowledge from an assessment criteria which is on the medium term plan for teachers to refer to. Each assessment point links to a lesson so that teachers are aware of when something should be assessed. In Year R, children are assessed against the EYFS checkpoints for Expressive Arts and Design. In light of assessment, adaptations will be made to teaching in order to address the needs of all pupils and nurture passion for art.



Impact:

The children's art and design education allows them to develop key skills to build a strong foundation in art and design. All children have an art book which allows them to show the progression of their skills. Monitoring and assessing the children's progress is managed by referring to these records along with learning walks and reflective discussions with the teachers and children involved. Year group planning, process and outcome is tracked to ensure progression. Through pupil voice we have learnt that children look forward to their art lessons and look forward to any extra opportunities to practise their skills. They particularly enjoy learning to draw something new and painting.