Intent, Implement, and Impact

Art

Intent:

At Bramley Park Academy, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and

techniques are successful or not for a particular project.

Implement:

Art is implemented through our curriculum through the use of a thematic approach.
Each year group has a different theme each half term which enables them to plan using the essential outcomes for art.
Each theme has a key curriculum driver and then other areas of the curriculum are planned to develop skills and knowledge to ensure children are receiving a broad and balanced curriculum.
Art is a key driver across our topics and can be seen predominantly in the following drivers:

KS1: On Our Travels and In the Great Outdoors
LKS2: With Yorkshire Artists and In the Colosseum
UKS2: Frozen Kingdom, Amongst the Fossils and On the Bus.
After school clubs have been set up to help to enhance and develop the skills that have been taught in class, this inspires children to come and have a go.

Art in the Early Years

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas.
- Explore colour and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate media and techniques and adapt their work where necessary.

EYFS staff are committed to delivering regular discrete teaching sessions based on the basic Art skills to enable children to apply these independently within provision. Assessment will be taken from our bespoke curriculum statements from Development Matters and Birth to 5 Matters and children will be assessed against the Early Learning Goal for Expressive Art and Design.

Our motto is to **Believe** you can try new things. **Persevere** by practising your new skills and then you will **Achieve**!

Impact:

Art assessment is ongoing in order to inform teachers with their planning, lessons and differentiation. Art assessment is completed at the end of each unit in order to track progress and make middle leaders aware of the skills that require further improvement or embedding. Children are therefore excited about art and can articulate how they can transfer skills they have learnt in an art lesson into other areas of the curriculum or other pieces of art.

Following the schools Quality Assurance monitoring cycle, Art is monitored across all year groups following a range of strategies such as lesson observations, pupil voice and lesson observations. This ensures that art is taught to a high standard and teachers can receive support and guidance where necessary to improve the teaching and learning of art across the subject as a whole.