



Selattyn C.E. Primary School

Statement of Intent for Art

“If you hear a voice within you say, “you cannot paint”, then by all means paint and that voice will be silenced. *Vincent Van Gogh.*

“Art is as natural as sunshine and as vital as nourishment.”-*MaryAnn F Kohl.*

“You can’t use up creativity. The more you use, the more you have.” *Maya Angelou.*

Our School Vision

As a loving community, our vision is to nurture each individual in our care, giving them the skills, resilience and hope to succeed and flourish, both academically and spiritually, in God’s ever-changing world.

Intent

At Selattyn CE Primary, we aim to inspire pupils and develop their confidence to experiment and invent their own art works, inspired by artists, craftspeople, designers and architects from across time and place. Our scheme is adapted from Kapow and supplemented by specialist activities and artistic opportunities through the school year. We want our children to value creativity and to not be fearful of experimentation, valuing creativity and experimentation over a final product or finished art work. We endeavour to inspire, broaden and promote our pupils’ love of art, nurturing their own talents and interests, enabling them to express feelings and responses to our world as well as learning about the rich heritage of the British Isles and beyond.

In 2023/24, Selattyn CE Primary has embraced the beginnings of a revision to our Art and Design Curriculum. We have adopted the Kapow Art scheme because we feel it offers cultural breadth and depth whilst promoting creativity and the essential art message that as “an artist, you can never be wrong”. Alongside this, we are incorporating activities to further enrich the curriculum, such as visiting artist workshops and local community projects. At Selattyn CE Primary, we value creativity and individuality, and our Art and Design curriculum enables pupils to experience both a diverse range of art forms, and also a variety of practices, all of which promote pupil discussion, empathy and most of all a realisation that they have a place in our creative world.

The Kapow scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. It supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. In addition, Kapow Primary is an Artsmark partner and in time we aim to embark on our Artsmark journey, inspiring our children and to create, experience, and participate in great arts and culture.

Implementation

The Kapow Art scheme of work is designed with five strands that run throughout. These are:

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating

The spiral model is arranged to support teaching in mixed age classes. The content and the sequencing of topics and themes ensures that our curriculum offers the prospect of long-term learning for all children. Revisits are planned for with increasing complexity; knowledge is thus embedded over time, and children have opportunities to revisit and deepen their understanding.

We use a rolling programme to ensure that our children cover all aspects of the Art and Design curriculum within the mixed age class structure of our school.

EARLY YEARS:

Staff select resources to support the teaching of the Early Years curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design: 'Exploring and Using Media and Materials' and 'Being Imaginative'. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning. The EYFS curriculum has been designed to link with the Kapow Art and Design curriculum, providing the foundation for the curriculum in KS1 and KS2.

Regular observations and assessments of learning take place throughout the year and contribute to a summative assessment at the end of EYFS.

KEY STAGE 1 AND 2:

Kapow Primary's Art and design curriculum develops pupil's knowledge and understanding of key artists and art movements, and links to artists through practical work. Creativity and independent outcomes are robustly embedded into the units, supporting students to learn to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique and personal. Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is given to ensure that lessons can be accessed and enjoyed by all pupils, and opportunities to stretch pupils' learning are available when required.

We are developing our use of Knowledge Organisers to support pupils in building a foundation of factual knowledge and vocabulary.

Observational assessments take place during the art lessons and at the end of the unit. The assessments contribute to a summative judgement at the end of the year.

Impact

Throughout their lessons, children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, the children are growing in their ability to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Monitoring Progress: In addition to formative and summative assessment, the subject lead carries out lesson monitoring, book scrutinies, pupil voice, learning walks, and collaborates with a link governor. Teacher discussions around good practice and improvement, and involvement with local consortium schools, develop teaching. In addition, Cluster moderation validates judgements on standards and progress.

Pupils should leave Selattyn Primary school well-equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design