



### **Intent, Implementation & Impact Statement Art and Design**

At Carter's Charity, our vision is to provide our children with a high quality, inclusive education inspired by British Values. Excellent teaching and learning form the basis of all our work delivered through a caring, creative ethos.

Our children are encouraged to have a positive attitude, develop resilience in their approach to learning, become confident in their own ability, independent and motivated to achieve their full potential.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

#### **Intent**

At Carter's Charity Primary School, we value art and want all our children by the end of year 6 to have developed [knowledge and skills to experiment, invent and create their own works of art](#). Carter's Charity uses the Access Art Curriculum. This provides the progression model for art. The curriculum is divided into three areas: Drawing and sketchbooks, Surface and Colour and Working in 3Dimensions. Each area provides the focus for each term. The children will learn about artists, experiment, understand and apply several techniques and be able to appreciate and discuss art. Pupils are expected to reflect and build on prior learning. Underpinning all this is a key focus on improving our children's communication skills, vocabulary, and ambition, so that all children will be artists, regardless of background, needs or ability.

#### **Implementation**

At Carter's Charity, Art is paired with Design and Technology. Each half-term the pupils will engage with a specific unit. The curriculum provides teachers with a teaching sequence with clear specific outcomes. We use Access Art to support our staff in delivering high quality teaching with learning

carefully sequenced to deepen understanding of key concepts and allows all pupils to achieve to their full potential.

Our children will learn a wide range of skills, developing understanding and showing clear progression. But crucially, the knowledge and understanding pupils will build will go far beyond just technical and factual knowledge. Our curriculum balances declarative knowledge with experiential knowledge, building self-knowledge and nurturing traits in learners which will hold them in good stead whichever direction their learning takes them.

We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world. At the beginning of each unit the pupils will study their artist. The unit will then progress to developing the chosen skill in their sketch books where the children are able to try out ideas, experiment, practice formal methods and apply their knowledge. A final piece of artwork will then be produced and displayed in their own year group 'art gallery'.

Our Early years promotes the learning of Art through a wide and varied curriculum linked to 'Expressive arts and design' as the development of pupils' artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The skills learnt ready them for Year 1 and the skills needed to follow Access Art.

Year Group	Topic	Artists
EYFS	Drawing and Sketchbooks	Andy Goldsworthy
Year 1	Drawing and Sketchbooks	Molly Haslund (contemporary artist)
Year 2	Drawing and Sketchbooks	Rosie James (textile artist) Alice Fox (embroiderer & textile artist)
Year 3	Drawing and Sketchbooks	Heather Hansen (visual artist) Laura McKendry (artist & illustrator) Edgar Degas (impressionist artist)
Year 4	Drawing and Sketchbooks	Laura Carlin (contemporary ceramicist) Shaun Tan (illustrator)
Year 5	Drawing and Sketchbooks	Louise Fili (graphic designer) Grayson Perry (contemporary artist)

		Paula Scher (graphic designer)  Chris Kenny (contemporary mixed media artist)
Year 6	Drawing and Sketchbooks	Njideka Akunyili Crosby (visual artist)  Yinka Shonibare (contemporary artist)  Mike Barrett (digital artist)
EYFS	Surface and Colour	Wassily Kandinsky  Van Gogh
Year 1	Surface and Colour	Paul Klee (expressionism artist)  Emma Burleigh (modern artist)
Year 2	Surface and Colour	Xgaoc'o X'are (mono printer)  Leonardo Da Vinci (renaissance painter)
Year 3	Surface and Colour	Henri Matisse (impressionism painter/printmaker)  Claire Willberg (contemporary sculptor/printmaker)
Year 4	Surface and Colour	Paul Cezanne (impressionism painter)  Hilary Pecis (contemporary painter)
Year 5	Surface and Colour	Kevork Mourad (visual artist)
Year 6	Surface and Colour	Luba Lukova (visual artist)  Faith Ringgold (painter, mixed media artist and author)  Shepard Fairey (contemporary artist)
EYFS	Working in 3Dimensions	Eric Carle
Year 1	Working in 3Dimensions	Andrea Butler (modern visual artist)  Ernst Haeckel (watercolour artist)
Year 2	Working in 3Dimensions	Marela Zacarías (contemporary sculptor)  Charlie French (abstract artist)  Vincent Van Gogh (post-impressionist painter)
Year 3	Working in 3Dimensions	Rosie Hurley (3D illustrator)  Inbal Leitner (illustrator)  Quentin Blake (illustrator)

Year 4	Working in 3Dimensions	Marcus Coates (contemporary artist)
Year 5	Working in 3Dimensions	Shoreditch Sketcher (urban sketch artist)
Year 6	Working in 3Dimensions	Yinka Ilori (designer)

### Children with Special Educational Needs and Disabilities

Our art curriculum is inclusive and ambitious for all learners, and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the art curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with special educational needs or disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding.

### Assessment

There are no national standards in Primary Art and Design, so we advocate ongoing assessment based upon lots of conversation, to discover intention and understanding, as well as looking at outcomes of the journey and the end result.

### Impact

The Carter's Charity Art Curriculum is about giving every child the belief that every child is an Artist, by giving pupils lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. We know our children are learning and making progress in Art when they:

- Feel inspired by the work of others and are excited to develop a **life-long learning** for the subject
- Develop their **capacity for imaginative and original thought** through experimentation.
- Develop their abilities to **articulate and communicate ideas**, options and feelings about their own work and that of others.
- Experience an abundance of **opportunities to explore and experiment with different skills and techniques.**
- **Learn about artists, designers and architects** and understand the historical and cultural development of their art forms.
- Achieve well in Art which is reflected through a **consistent learning journey** and clear progress.
- Effectively **evaluate their own** learning and from this see progression throughout their sketchbooks.
- Developed **resilience, competence and confidence** in their own ability in a range of Art skills

## **National Curriculum Expectations**

### **Early Years**

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

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **Key stage 1**

Pupils should be taught:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space

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 should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]