



## ART CURRICULUM INTENT, IMPLEMENTATION & IMPACT

### CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

### ART CURRICULUM INTENT




It is our intention that all children will experience a high quality art curriculum which stimulates creativity and imagination, providing a visual, tactile and sensory experience, so that they become children who:

Demonstrate respectful attitudes to their own & others' work	Value themselves and their journey as an artist	Can make use of their sketchbook as a tool for capturing their journey as an artist	Critically evaluate and communicate their own and others' work, including their emotional response, using the appropriate language of art, craft and design
Become active participants in the world of art	Are aware that art reflects different times, places and cultures		Experience and develop a range of art forms, skills and materials to become the best artist they can be

### ART CURRICULUM IMPLEMENTATION

We design our Art curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our Art curriculum intent.

Learning will be planned and delivered through:	<b>Art Vision Statement</b> which outlines the Art intent, implementation and impact and identifies our	<b>Art Overview</b> which identifies when planned units of work should be taught across the school	<b>A Progression of Skills document</b> for art, identifying key knowledge and skills in a carefully planned sequence	<b>Medium Term Plans</b> with well-sequenced learning journeys carefully matched to clear learning objectives	<b>Rich, memorable learning experiences</b> with engaging hooks, carefully planned	<b>Quality First Teaching (QFT)</b> with appropriate challenge and support
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	chosen approaches and resources				enrichment and purposeful outcomes		
Learning will be organised through:	<b>Early Years Foundation Stage (EYFS)</b>						
	Physical Development			Arts and Expressive Design			
	<b>National Curriculum (Years 1 to 6)</b>						
	Art Strands						
	Drawing	Painting		Sculpture		Textiles	
	Art Techniques						
	Colour	Pattern	Texture	Line	Shape	Form	Space
	A wide range of Art Materials, including:						
	Pencil	Charcoal	Paint	Clay	Printing	Collage	
	School specific components reflect the context of our school:	<b>Artist Studies</b> Regular artist studies in every year group, reflecting and celebrating diversity			<b>Global Education</b> 'Global Dimension' resource: a global learning platform – 'The World in your classroom'  Global Dimension		
<b>Plan Bee</b> Resource to support some medium term planning 		<b>Celebrating Key Calendar Events</b> Using art projects to mark key occasions and events, nationally & globally		<b>Outdoor Education</b> including Hampshire Trailblazers: Discover, Explore, Care 			
<b>ART CURRICULUM IMPACT</b>							
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:							
EYFS outcomes	Foundation Subject Assessment Sheets		Sketch Book Sampling		External validation and inspection reports		
Governor monitoring evidence		Learning Walks		Pupil Conferencing		Other anecdotal evidence	