



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
Art and Design Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry Primary School, we aim to provide a high-quality, rich and varied Art and Design curriculum following Curriculum Maestro. Children are encouraged to develop their individual creativity, personal style and the ability to collaborate with others on larger scale projects.

The children explore a wide range of media, tools and techniques, and develop the ability to make reasoned and purposeful choices regarding materials and processes in order to create thoughtful and individual artwork.

Throughout our Art and Design work we aim to introduce the children to a wide range of contemporary and non-contemporary artists, and works of art.

This is mainly linked to class topics. History topics focus on key artists and designers of a particular era. Geography topics may use an artist or designer linked to the main themes. We encourage children to make connections to the world around them and to begin to understand how this has changed over time.

We aim for children to grow to appreciate and value the importance of art and design in their lives. Our curriculum promotes spiritual development by providing rich opportunities to explore the spiritual dimension through their own expression of big ideas as well as exploring different artists' interpretations of big ideas about life e.g. morality.

Implementation – everyday delivery

At North Curry, we believe the process and creative journey is important.

Children are encouraged to take creative risks and to learn from the journey, rather than work towards a pre-defined end result.

Skills, techniques, ideas and processes are introduced and built upon, balancing opportunities for exploration with a focus on technical aspects and opportunities to revisit through repeated practice.

Children are encouraged to work at different scales, both alone and in groups.

In Years 3-6, we use sketchbooks as a creative tool for gathering, collecting, recording, experimenting, reflecting and sharing. The children take increasing ownership of their sketchbooks as they move through the school. The sketchbooks provide a safe space in which the children are encouraged to explore, take risks and make their own choices.

We encourage the children to 'take in', 'test out' and 'reflect'.

Taking In: Gathering ideas from others including collecting, cutting, drawing, noting, recording, photographing, and videoing. Encouraging learners to be observant, to think carefully about, to wonder at, to be curious and make decisions about and build upon the work of a range of artists and designers as well as the world around them.

Testing Out: drawing, doodling, mark-making, painting, printing, collaging, writing inspired by artists and the world around them. Providing learners with the opportunity to experiment, explore, take creative risks, practice, develop, make mistakes, and express themselves in order to make their own artwork.

Reflecting: looking, talking, and writing, sharing and drawing. These activities encourage learners to reflect, evaluate, discuss, think and understand their own work and the work of others.

We provide opportunities for children to develop an awareness of local artists and works of art and aim to provide opportunities for children to engage in local arts events, ensuring that the children have the opportunity to be active members of their local community.

Wherever possible, children should have the opportunity to visit a gallery or museum.

Impact – How are we making a difference?

Progress in Art and Design is demonstrated through regularly reviewing and recording children's work online, in sketchbooks and in floor books.

Evidence is obtained by considering outcomes and products, observing processes and techniques, and discussing what they know.

Observations made while the children work inform future planning.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and identify their next steps.

Conversation based assessment takes place throughout the creative process, not just at the end. Conversations might be whole class, group or 1:1 and will feed into processes of reflection and evaluation.

Opportunities for teachers to meet to review children's art and design work across the school and to 'standardise' judgements are built into the school calendar.