

Mill Hill Art & Design – Intent, Implementation and Impact Statement

In Art, we want to develop and extend the pupils' visual curiosity, creativity, enquiry and aesthetic sensitivity to both the natural and synthetic world. We will enable the children to respond and enjoy expressing their ideas, feelings and imagination using visual media and practical manipulative skills. Children work individually and within a group to develop the social and personal skills.

Art is not taught in isolation, wherever appropriate it is linked to other areas of the curriculum and gives children opportunities to develop specific art skills. A high-quality art and design education intends to engage and inspire children, equipping them with the knowledge and skills to experiment, invent and create their own works of art. They should also know how art and design contributes, shapes and reflects our history.

Underpinned by:

Intent	Underpinned by:		
	PROGRESSION OF SKILLS	APPLICATION OF SKILLS	VOCABULARY
	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Understand how design has shaped the way we live today and how key areas of history have impacted on our lives today. • Understand how design is always adapting to meet our changing needs. 	<p>Pupils know how and why it is important to learn and develop creative skills.</p> <p>Pupils know how art and design has shaped and contributed to history.</p>	<p>Pupils will understand and use appropriate vocabulary related to topic and skills. The use of a rich purposeful vocabulary is a fundamental part of teaching within Art and Design and is again explicitly taught and is progressive throughout the school.</p>

Implementation	<p>Children develop artistic skills each year building on their prior knowledge. Art is taught throughout other areas of the national curriculum making links to areas such as history, geography through the 'Dream Big' curriculum.</p> <p>Children are taught about historical and cultural development, learning about significant artists and designers. Children have opportunities to create works of art, explore ideas and evaluate creative works using language of art and design.</p> <p>Children have access to a wide variety of Art resources and have opportunities to use a range of media, notably celebrating the local pottery industries by embedding the creative use of clay throughout the school curriculum. Mill Hill participates in various city wide projects with Wedgwood and the BCB, culminating in the Clay School Award.</p>		
	<p>STIMULATION</p> <p>Pupils are inspired through the 'Dream Big' curriculum; international days, themed days, topics, visitors, trips and exhibitions. Opportunities are consistently made for children to apply previous knowledge and skills in varying curriculum areas and this is encouraged by our cross curricular approach to learning.</p>	<p>IMPLEMENTATION</p> <p>We continually review and evaluate the quality of the Art and Design curriculum, ensuring it is implemented appropriately. We use a variety of teaching and learning styles to deliver art and design lessons. We implement an enriched 'Dream Big' curriculum where children are taught to apply their art skills as they explore termly topics in greater depth ensure progression across topics.</p>	<p>PROGRESSION</p> <p>Well planned sequences of lessons are used to build on prior knowledge and skills taught and ensure progression is evident in books. Art planning is followed to provide progression based around a specific art skill, which is influenced by a specific artist and an end point piece of art is created.</p>

Impact	<p>By the end of each key stage, pupils are expected to know, apply and understand the principles, skills and processes specified in the relevant programme of study. Children collate their ideas and progression in their sketchbooks, which provide valuable evidence of the impact through the Dream Big curriculum and dedicated art skills progression. Also, the profile and importance of the creative visual arts is raised, maintained and celebrated through the 'Artist of the Week' award.</p>			
	<p>PUPIL VOICE</p> <p>Through discussion and feedback, children talk enthusiastically about their Art lessons and other cross curricular lessons (e.g. themed days). Children across the school articulate well about the benefits of learning about artists and being creative.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Pupils know how and why it is important to learn and develop creative skills.</p> <p>Pupils know how art and design has shaped and contributed to history.</p>	<p>EVIDENCE OF SKILLS</p> <p>Pupils use acquired vocabulary in lessons. Pupils understand and demonstrate artistic skills through work produced.</p> <p>Pupils demonstrate a progression of techniques and skills through their sketchbooks.</p>	<p>BREADTH AND DEPTH</p> <p>Teachers plan a range of opportunities to use art skills and knowledge through creative and inspiring sessions inside and outside school.</p>