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

Intent			
	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 taught through blocking although, 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:		
	PROGRESSION OF SKILLS	**APPLICATION OF SKILLS**	**VOCABULARY**
	• 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.	Pupils will know how and why it is important to learn and develop creative skills. Pupils know how art and design has shaped and contributed to history.	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.

Implementation	Children develop artistic skills each year building on their prior knowledge. Art is taught primarily in isolation but where appropriate it will be linked to areas such as history, geography through the 'Dream Big' curriculum. 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. 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.		
	STIMULATION 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 throughout their Art and Design lessons.	**IMPLEMENTATION** We continually review and evaluate the quality of the Art and Design curriculum, ensuring it is implemented appropriately. We use Kapow's scheme of work to deliver Art and Design lessons where children are taught art skills and how to use them.	**PROGRESSION** Well planned sequences of lessons are used to build on prior knowledge and skills taught and ensure progression is evident in books. Kapow's 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.

Impact	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 Art Gallery displayed on Parents Evening.

	PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their Art lessons. Children across the school articulate well about the benefits of learning about artists and being creative.	**EVIDENCE IN KNOWLEDGE** Pupils know how and why it is important to learn and develop creative skills. Pupils know how art and design has shaped and contributed to history.	**EVIDENCE OF SKILLS** Pupils use acquired vocabulary in lessons. Pupils understand and demonstrate artistic skills through work produced. Pupils demonstrate a progression of techniques and skills through their sketchbooks.	**BREADTH AND DEPTH** The children are provided with a range of opportunities to use art skills and knowledge through creative and inspiring sessions. The Kapow scheme enables children to build on their prior knowledge whilst extending their skills and ability.