**Intent, Implementation and Impact in Art and Design**

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| **Intent** | **Implementation** | **Impact** |
| * To build an Art Curriculum which develops learning and results in the acquisition of knowledge and skills.
* At Stoneydelph Primary School, we place a great importance on Art and Design. It is crucial that the children can express themselves in a creative, imaginative manner and through exploration.
* Pupils will be introduced to a range of works and develop knowledge of the range of styles and vocabulary used by famous artists, supporting an understanding of the historical and cultural development of art forms.
* We intend to teach a skills based curriculum with individuality and creativity running through everything the children do.
* We want our pupils to be engaged, inspired and challenged to experiment, invent and create their own work.
 | * A clear and comprehensive scheme of work in line with the National Curriculum.
* Art journals to be passed up through school to show progression and differentiation.
* Educational visits- where applicable, links to art will be made to develop the children’s learning experiences.
* A cycle of lessons, for each topic, which carefully plans for progression and depth, including opportunities to:
* Use a range of materials;
* Develop skills in drawing, painting and sculpture with a range of materials;
* Develop and share their ideas, experiences and imagination;
* Develop techniques using colour, pattern, texture, line, shape, space and form.
* A means to display and celebrate children’s artwork in class.
* Study the work of famous local, national and international artists, architects and designers.
 | * Children will demonstrate progress in their work and achieve at least age related expectations at the end of each year.
* Children retain the information about their focus artist and can apply techniques to other pieces of work.
* Children will understand what being an ‘artist’ means.
* On-going assessments take place throughout the year. Teachers use these assessments to inform future planning.
* Children are prepared to ‘have a go’ and experiment with different techniques and ideas, rather than automatically saying they can’t draw or paint.
* Pupils are able to reference great artists, architects and designers when talking about their own and other people’s work.
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