



KINNERLEY CE PRIMARY SCHOOL - Art and Design

Intent, Implementation and Impact

Our knowledge rich curriculum builds from EYFS to the National Curriculum Objectives for Y1-6.

The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values.



Our curriculum is delivered as part of cohesive units of work, promoting the School Motto 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world.

We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.'

ART IN EYFS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art and Design within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for Art and Design. The most relevant statements for Art and Design are taken from the following areas of learning: • Physical Development • Expressive Arts and Design

Two and Three Year olds	Physical Development	<ul style="list-style-type: none">• Clap and stamp to music• Build independently with a range of appropriate resources• Walk, run, jump and climb – use stairs and steps independently• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• Start eating independently and learning how to use a knife and fork.
	Expressive Arts and Design	<ul style="list-style-type: none">• Start to make marks intentionally• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
Three and Four Year olds	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none">• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.• Explore colour and colour mixing.

Reception	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; <p>about great artists, architects and designers in history.</p>
<p>The National Curriculum for Art and Design aims to ensure that all pupils by the end of Year 6:</p> <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. 	

Intent Our Art and Design curriculum, based on the Planbee scheme of work, offers sequences of lessons to ensure pupils have progressively covered the knowledge, understanding and skills required in the National Curriculum. Our intent is to ensure that all pupils produce creative, imaginative work. Children will have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills eg. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. The progression grid will support teachers to ensure progression of skills and knowledge in mixed age settings. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Through these lessons, we intend to inspire pupils to develop a love of Art and Design and the skills to continue to pursue it.



Implementation Art and Design skills and understanding are built into lessons, following an iterative process. In KS1 and 2 a sequence of lessons takes place over a half termly block alternating with another subject, or where deemed to be beneficial, takes place over longer sessions.

In EYFS and in the Hub, Art and DT may have shorter sequences of lessons, and be less discrete from one another.

A scheme is used to ensure common language, progression and continuity. The timings of units of work are chosen to complement class themes to give purpose and meaningfulness as well as creating cohesion and interest, whilst taking progression into account. The revision and introduction of key vocabulary is built into each lesson.

Through revisiting and consolidating skills, the lessons and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. Units of work include a planning and evaluation stage. Lessons develop pupils' techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Because of our mixed age classes art skills and knowledge may be met at different stages in children's learning journeys. Teachers are mindful of this when planning and ensure support and challenge is built into each unit by using steps of progression.



Impact Art and design learning is enjoyed by teachers and pupils across school. Teachers have higher expectations and quality evidence can be presented in a variety of ways, although all contributions will be valued. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.