

Intent

At Killamarsh Infant and Nursery school we teach Art and design with the aim to inspire pupils and develop their confidence to experiment and invent their own works of art. We use a scheme called Kapow Primary which is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

We support pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Implementation

The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our coverage documents show which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of knowledge and skills documents show the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Our units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links. Creativity and independent outcomes are robustly embedded throughout the units, supporting students in learning how to make their

own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks (in KS1) to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Kapow Primary supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art in your school is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Throughout the course of a school year we allocate 1 hour of Art and Design or Design & Technology per week, each week. Some half terms will have an Art and Design focus and some will have a Design & Technology focus. These are split equally over the course of the two cycles.

Impact

Art and Design is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of teaching is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

Pupils will leave school equipped with a range of skills and knowledge with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 2 and beyond.

The expected impact following the teaching of Art & Design at Killamarsh Infant and Nursery school is:

- ★ Produce creative work, exploring and recording their ideas and experiences.
- ★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★ Evaluate and analyse creative works using subject-specific language.
- ★ Know about great artists and the historical and cultural development of their art.
- ★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.



A child's progress in Art & Design at Killamarsh Infant and Nursery school is measured half termly by all teachers. The teacher will assess against the success criteria and learning outcomes for each unit (one unit per half term). Early Learning Goals and National Curriculum aims will also be assessed alongside each unit of work. This will create a clear picture, over the course of the year, which children need extra support, which are on track and which are exceeding. Due to this method of assessment for learning and children who are highlighted as needing extra support can be helped straight away.