



Intent Children to have an enjoyment and appreciation of art	
<p style="text-align: center;">Implement</p> <p>Teaching, sharing and modelling own excitement and enjoyment of art</p> <p>Encourage children by looking at and using a wide range of art and artists to stimulate and enthuse and using the SLS to provide relevant books</p> <p>Visit to Southampton Art Gallery for Upper KS2 in cycle B</p> <p>Art displayed in school for all to see including parents and visitors</p>	<p style="text-align: center;">Impact</p> <p>Children talk about their enjoyment of art e.g. through pupil conferencing</p> <p>The school environment displays and Celebration Assembly celebrates children’s achievements in art and demonstrates the subject’s status in the school</p> <p>Appreciation and exposure to a range of art and artists and experience of visiting a gallery first hand.</p>
Intent Children to know about great artists, craft makers and designers and their works, and understand the historical and cultural development of their art forms	
<p style="text-align: center;">Implement</p> <p>Planning reflects the curriculum map where specific artists have been identified who best illustrate the taught skill / knowledge</p> <p>Display to reflect ‘Artist of the Term’ relating to either an art topic currently being taught or an artist of interest</p> <p>Books from SLS to include examples of artists and artwork</p> <p>Teaching PowerPoint include an artist linked to the planning with examples of work, biography and where applicable, art movement</p> <p>Knowledge organisers include the focus artist(s)</p>	<p style="text-align: center;">Impact</p> <p>Children’s art and design knowledge is informed and grows over their time in school</p> <p>Children’s understanding of the impact artists have had on the cultural development of society is informed and grows over their time in school</p> <p>Children develop a critical understanding of how historical events have been portrayed and interpreted through the art discipline throughout history</p>

including 5 facts.

Intent	
Assessment and progression is used to plan appropriate lessons which build on prior learning, including identifying children who need further support so that all children can progress and achieve well	
<p style="text-align: center;">Implement</p> <p>Summative assessments take place throughout the year where teachers record the progress and attainment on INSIGHT after every unit taught</p> <p>Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately</p> <p>Assessment strands are highlighted on art planning and taken from the HIAS compiled progression document</p> <p style="text-align: center;">Further information is gathered through pupil conferences highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded</p> <p>Retrieval tasks are adapted to further support areas of learning and aid with long term memory</p>	<p style="text-align: center;">Impact</p> <p>Children make appropriate progress across all taught domains which is seen in sketchbooks and artwork</p> <p style="text-align: center;">Children recognise the progress they are making</p> <p>Children become self-critical and can identify how to improve their work</p>
Intent	
Children to develop and become proficient in drawing, painting, sculpture and other art, craft and design techniques and to be able to evaluate and analyse creative works using the language of art, craft and design	
<p style="text-align: center;">Implement</p> <p>Planning to show sequence of lessons and retrieval questions linked to previous learning from previous weeks, terms, years</p> <p>Modelling skills including how to manage mistakes</p> <p>Modelling correct use of art specific vocabulary and phrases</p> <p style="text-align: center;">Children are encouraged to respond positively to feedback</p> <p style="text-align: center;">Knowledge organiser includes key vocabulary</p> <p>Progression of skills shows year group expectations and is used to inform assessment</p>	<p style="text-align: center;">Impact</p> <p style="text-align: center;">Children’s artistic skills improve over time</p> <p style="text-align: center;">Children can evaluate artwork using art specific vocabulary within lessons and within pupil conferencing</p>
Intent	
Children to be provided with the opportunities to develop and extend skills and the opportunity to express their individual interests, thought and ideas.	
<p style="text-align: center;">Implement</p> <p>Modelling how to use a sketchbook to explore, develop and extend skills</p>	<p style="text-align: center;">Impact</p> <p>Children are competent in and have the confidence to be creative and innovative in their ideas</p>

<p>Sketchbooks are used across KS1 and KS2</p> <p>Planning shows opportunities for the children to develop their designs</p>	
<p style="text-align: center;">Intent</p> <p>The art curriculum is planned and sequenced so that new knowledge and skills are built upon previous learning and towards new reachable end points.</p>	
<p style="text-align: center;">Implement</p> <p>Long term and medium term planning shows progression</p> <p>Skills progression document for each year group and art strand compiled alongside HIAS</p> <p>Retrieval questions included in planning linked to previous work</p> <p>Planning is used to ensure new learning builds on previous learning</p>	<p style="text-align: center;">Impact</p> <p>Children show progress in taught skills with some children mastering those skills</p> <p>Children retain and build upon previous art knowledge, skills and understanding</p>
<p style="text-align: center;">Intent</p> <p>All teachers and support staff have a secure understanding of the expectations within the age group they are teaching and have relevant subject knowledge that is detailed and communicated well to the children.</p>	
<p style="text-align: center;">Implement</p> <p>Art leader disseminates CPD through staff meetings and INSET and use the Art moodle for support</p> <p>Progression in skills documents are used to support teaching and planning</p>	<p style="text-align: center;">Impact</p> <p>Children show progress in taught skills and knowledge with some children mastering those skills</p> <p>Outcomes are high across all key stages</p>
<p style="text-align: center;">Intent</p> <p>Staff have consistently high expectations of what each pupil can achieve; children have high expectations of themselves and of their teachers</p>	
<p style="text-align: center;">Implement</p> <p>Expectations are articulated and explored through staff meetings and other professional dialogue both formal and informal</p> <p>A positive attitude to art is encouraged and explored through pupil conferencing</p> <p>Quality first inclusive teaching models expectations and meets the needs of all learners</p>	<p style="text-align: center;">Impact</p> <p>Children show progress in taught skills and knowledge with some children mastering those skills</p> <p>Outcomes are high across all key stages</p> <p>All children able to access art</p>