

Ickworth Park Primary School

Art Overview 2024-2025



Intent	Implementation	Impact
<p>At Ickworth Park Primary school, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.</p> <p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture and creativity of our nation.</p> <p>We will provide pupils with high quality, inspirational lessons that is progressive throughout the whole school. We will provide opportunities to develop and practise art skills, knowledge and understanding from the early years through to Year 6; Staff will have opportunities to attend subject relevant CPD in order to deliver lessons with confidence and to help identify areas which they can use embed art skills within a cross-curricular approach.</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p>	<p>As part of this planning process, teachers need to:</p> <ul style="list-style-type: none"> consistently follow the school's curriculum scheme provided by Access Arts to achieve the same high level learning outcomes for each year group. ensure the sketch books demonstrate the high level of teaching, pupil engagement, and coverage of a broad and balanced art and design curriculum; ensure that appropriate vocabulary is taught and used accurately in lessons and in school, to promote it's use in lessons and familiarity with both staff and pupils; challenge pupils appropriately with open questioning and challenging, stimulating lesson contexts and provide learning opportunities matched to the needs of pupil with SEND; identify areas of weakness and seek support from the art lead to address any problems with delivering the curriculum or resources. This may take the form of undertaking CPD or reviewing resources where necessary; provide pupils the opportunity to work collaboratively and communicate effectively. provide opportunities to evaluate their own work individually and with their peers, modelling language used to complete this. The work of famous local, national and international artists, crafts people and 	<p>Impact is measured by ensuring that pupils not only acquire the age-related knowledge linked to the art curriculum.</p> <p>All pupils will have:</p> <ul style="list-style-type: none"> an enthusiastic, confident approach and high level of engagement towards art; a wider variety of skills to use a range of platforms effectively; an increased vocabulary which will enable them to articulate their understanding of taught concepts and evaluate their and others work; a creative and technical thinking and skills based learning to develop their love for art or to use for their wellbeing as a calming tool. <p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in EYFS are assessed within Expressive Arts and Design and their progress is tracked termly on Insight Tracker. Age related levels are reported to parents at the end of the reception year.</p> <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> termly assessment using Insight, showing attainment and progress;

<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. 	<p>architects are explored to enhance the children's learning.</p> <ul style="list-style-type: none"> • The children's learning is further enhanced with a whole school arts week when children have the opportunity for collaborative working and exploring different styles and techniques. <p>The art lead will:</p> <ul style="list-style-type: none"> • ensure appropriate resourcing is in place for effective delivery of the schools art curriculum; • develop and monitor the art curriculum; • monitor sketch books to ensure full coverage of the curriculum and expectations are high with work laid out with a date and learning objective; • continue to reflect and develop the provision and resourcing in place in school, updating and refining as necessary for the benefit of the pupil's learning; • support staff in planning lessons, supporting pupils needs and assessing their understanding in the subject and relevant skillset; • support all staff, where required in training and organising appropriate CPD. 	<ul style="list-style-type: none"> • monitoring and analysis of pupil progress; • pupil discussions and interviewing the pupils about their learning and attitudes to art (pupil voice); • ongoing observations shown through methods we are meeting outcomes: • monitoring sketch books for evidence of coverage within a broad and balanced curriculum, identify progress made throughout the lifetime of a cohort in the school and key reference to where the children meet the objectives; <p>As part of this assessment process, teachers will:</p> <ul style="list-style-type: none"> • use appropriate skill level from the curriculum documentation to ensure assessment in line with expectations from other schools; • use Insight focussed assessments every half term to inform assessment and teaching; • make observations during lessons and on pupil's completed task, and give feedback to aid progress and inform assessment judgement; • carefully guide pupils in maintaining a sketchbook to high quality to demonstrate the learning and progression of skills.
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