



Intent, implementation, and impact Statement: Art and Design at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

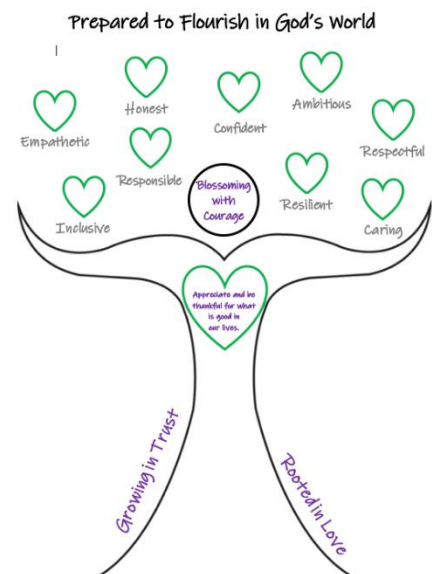
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of Art at Burford School

At Burford CofE 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.

What art looks like in our school:

- All lessons are built on four pillars: generating ideas, evaluating, knowledge and making, and ensure progression of skills.
- As children progress, they become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Skills are developed to help them evaluate and analyse creative works using the language of art, craft and design.
- Children learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our philosophy:

- Our high-quality scheme of work educates, engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- The delivery of our Art and Design curriculum, along with our whole school values of Love, Trust and Courage, enable our children to develop their skills, understanding and ability.
- We want our children to enjoy their art and design lessons and embrace the artistic opportunities they are presented with, without fear of judgement from others!

By the end of EYFS pupils will:

The children will explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They will have opportunities to learn to:





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- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, to develop their understanding of them, in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose
- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

By the end of Key Stage 1 pupils will:

- Use a range of materials creatively to design and make art.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

By the end of KS2 pupils will:

Pupils should be taught 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.

Pupils should be taught:

- 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]
- About great artists, architects and designers in history.





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Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in art?

- Art and Design is taught in a weekly lesson across 3 half terms during a 2-year rolling program.
- Art and design technology is provided as either a cross curricular or discrete lesson focusing on showing a progression of skills acquired and developed.
- The skills and techniques developed will be evidenced in a sketchbook which will transition up the school with the children.
- By the time the children leave Year 6, they will have explored and discussed a range of different artists and designers and their work, focusing on the techniques the artist used or the features designers incorporated in their work. The children will then have a chance to recreate and reimagine these into their own designs and artwork.
- All children will be given a chance to work on a range of different collaborative art and design projects and have their work showcased across the school and in the local community.
- Where appropriate, links will be made across the curriculum to create a more deep and meaningful art and design education.
- Workshops or art days relevant to specific topics may be used to immerse children in the art/design experience.

What do adults do to enable children to flourish in art?





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- Use the Kapow Art and Design Curriculum to plan inspiring, progressive lessons which work on developing or acquiring artistic and design skills and techniques.
- Create a positive learning environment where children feel comfortable discussing and sharing their own and others work and suggesting positive feedback and ways to improve.
- Regularly monitor sketchbooks, listen to pupil feedback.
- Trips and visiting experts are planned for to help enhance the learning experience and improve the potential for our children to retain what they have been taught, creating long-term memories.
- Celebrating children's artwork and encourage displays within class and around the school giving children pride and a purpose to create.
- Developing their own knowledge, understanding and skills when teaching art by using the background information for each lesson and tutorials.

How do we help children who need additional support?

- Work might be supported so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- Offering a range of equipment and resources so that all children can make progress during a lesson, e.g., use of templates or guides, different paintbrush sizes etc.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support developing specific skills and techniques.
- These pupils will then receive additional support or resources to use in order for them to successfully meet the learning objective.

How do we challenge children in art?

- Lessons will be differentiated through challenge or support.
- Additional activities to stretch the learning within the lesson and further develop certain skills or techniques.

How do we ensure all children can access the art and design curriculum?

- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to discuss art or develop skills .
- By providing equipment and resources relevant to each individual child, e.g. templates, relevant vocabulary necessary for writing up art evaluations, writing frames.





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C U R R I C U L U M I M P A C T

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in art

- Happy and engaged learners.
- Children posing questions about designs or artwork that they wish to research.
- A range of different activities including practical lessons, research lessons, showcase of works of art and evaluations of designs.
- Children able to self-reflect on their art and design, finding both areas of success and evaluating areas of possible improvement.
- Displays around the school and showcases of children's art and designs.
- Confident children who are willing to persevere with skills and techniques they are developing.

How do we know how well our pupils are doing in art?

- Monitoring in Art and Design includes sketch book scrutiny, lesson observations and/or learning walks, and pupil/staff/parent voice interviews conducted by the Art and Design Subject lead.
- Evaluation and feedback by teacher and peers.
- Photographic evidence included in children's sketchbooks.
- Displays of work in classes.
- Targeting both Teacher and TA support during lessons to ensure progress of all children.

What do we do with the assessment data we collect?

- Summative assessment is conducted termly by class teachers.
- These judgements then inform the end of year level the children are working at.





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How do we know that our children are flourishing in art?

- Children who enjoy Art and Design.
- Children who can confidently discuss their learning and progress in Art and Design.
- Reflective learners.
- Increasingly resilient learners.
- Children who are able to showcase their developing skills and techniques by creating different works of art.
- Children who are prepared to share the learning they have acquired in a variety of ways.
- Children who are able to apply the different art and design skills and techniques they have acquired to give a certain artistic effect.
- Creative children who are inspired by the artists and designers that they have learnt about.





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What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in art

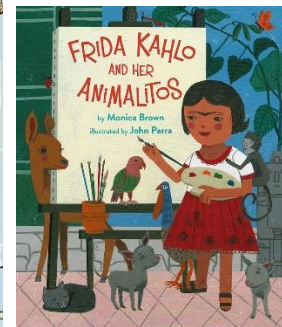
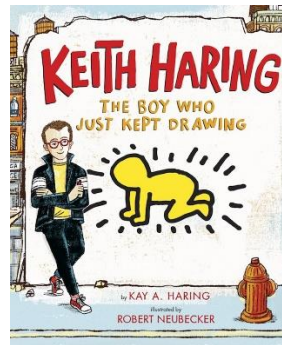
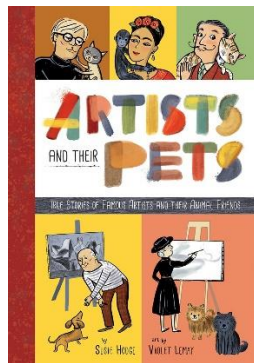
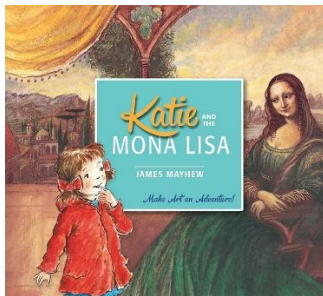
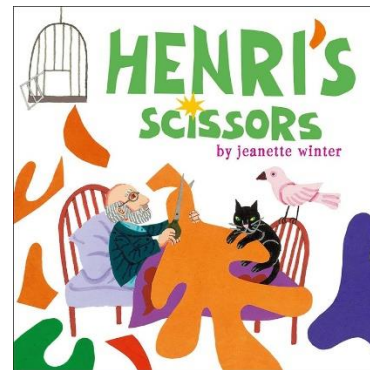
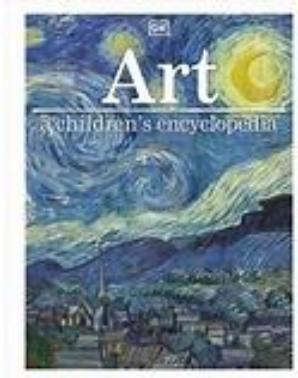
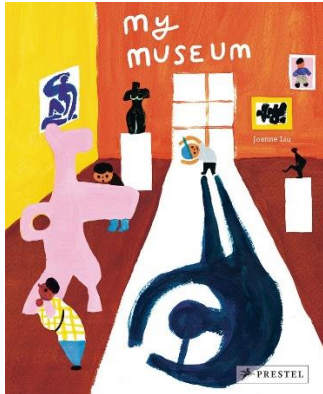
- Understanding different periods in Art and Design
- Recognising different artists through design and style
- Visiting Art Galleries
- Artist workshops in school

Powerful Personal Knowledge in art

- Able to articulate their opinions of art and artists using learnt knowledge.
- Visiting Art Galleries
- Artist workshops in school



Other useful information: Suggested Reads



Useful websites:

[Hereford Museum and Art Gallery](https://www.herefordmuseum.org/)

<https://loudwaterstudio.org.uk/>

<https://www.tate.org.uk/kids>

<https://www.estorickcollection.com/education>

[Victoria and Albert Museum](https://www.vam.ac.uk/)

[BBC Art and Design Videos/ Activities](https://www.bbc.com/arts/and-design/videos-activities)