



Rationale

'Every human is an artist'

Don Miguel Ruiz

At Neston we are all artists. We want our children to love art and design. We want them to have no limits to their ambitions and we want them to grow up wanting to be painters, sculptors, graphic designers, illustrators or printmakers. There are so many employment opportunities beyond what we might consider 'artistic' in which artistic skills are desired and necessary. The art curriculum has been carefully crafted so that the children enhance their artistic capital. We want our children to enjoy and remember their lessons at Neston, cherish their memories and embrace the opportunities they have. Bringing art and design alive is important at Neston Primary School.

Intent

Human beings are inherently creative beings, especially when we have opportunities to experiment, invent and create. Not only is art intertwined with history but is also reflects and shapes history too. Painters, sculptors, craft makers, designers and many other artists contribute to the world and the understanding of the world around us. On many different levels, art is a tool; an enable and an expression of creativity, collaboration and communication - arguably the very essence of humanity. It has the power to visually represent many, many things and can be interpreted in different ways by different people. Art is subjective. It can make us feel different things at different times, sometimes intentionally, sometimes accidentally.

For some pupils the greatest gift is a blank canvas. For others this fills them with dread. Art lessons can be beautifully creative and a vehicle for the imagination but they can also be prescriptive and heavily supported whilst also being satisfying, enjoyable and successful. In essence, we are seeking to provide a balanced varied approach between skills and creativity.

Implementation

Here at Neston, we use Kapow Primary's Art and design scheme of work to support pupils to meet the National curriculum end of key stage attainment



targets and it has been written to fully cover the National Society for Education in Art and Design's progression competencies.

The Kapow Art scheme of work is designed with four key strands that run throughout:

1. Making skills
2. Formal elements (line, shape, tone, texture, pattern, colour)
3. Knowledge of artists
4. Evaluating

Throughout their time at Neston, we want to ensure progression and repetition of key skills. In Kapow Primary's Art and design scheme of work, these strands are revisited in every unit. In both the *skills* and *Formal elements* units, the children will have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other 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 prior learning.

Kapow Art and design units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with our own school's curriculum (where possible). Creativity and independent outcomes are robustly embedded into 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 pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks 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.

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 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.

Our short-term plans identify objectives, activities and resources. We think that weekly lessons are the best way to achieve all of our goals in art but teachers should have the flexibility to do shorter or longer lessons where they believe necessary. It should suit the needs of the class and activity.

The National Curriculum suggests that sketchbooks (in any format) should be used in Key Stage 2. Here at Neston, we use them in every classroom so that the children and teachers have high quality paper to work on, whilst also providing a way of keeping a collection together. Moreover, from the beginning of Key Stage 2 (Year 3) a greater emphasis is put on the use of sketchbook in a more traditional sense. The children are encouraged to record their feelings by answering 'What/how/why' question prompts and using the correct technical vocabulary relevant to the skills, medium and knowledge they have used during that particular lesson or series of lessons.

Impact

Kapow Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in 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 Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

As with all lessons, ongoing feedback during the activity or task is invaluable. Formative assessment can take place through self-assessment, teacher, or peer-to-peer reflections. Sketchbook and/or portfolios act as a brilliant tool to assess the process, progress and production of art. Annotations around artwork in sketchbooks also help the teacher and the pupil to get a greater understanding of the pupil as an artist.



It is important for teachers to address misconceptions in lesson and/or in the following lesson. We try to build the assessment into lessons using questions such as 'what skills have you improved? Which technique do you like best?' This kind of questioning helps to promote reflective thinking. We help the children to improve work, which aids a deeper understanding of their skills and techniques.

As mentioned above, we have to evaluate the necessity to teach skills balanced with a necessity to encourage self-expression. After the implementation of Kapow Primary's Art and design scheme, pupils should leave Neston equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond