



# Art and Design

Regis Manor Primary School



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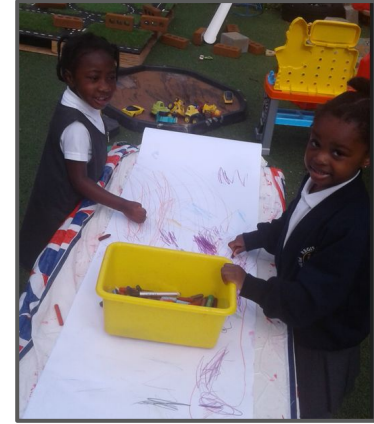
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# Intent



At Regis Manor, our aim is to expose children to opportunities to explore a range of artists and art forms; expressing their own ideas, using a range of materials. Pupils will develop their ability to evaluate and think critically, implementing a range of artistic language. We will encourage children to aspire to take ownership of their learning through enjoyment and passion for art.

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# Implementation

The implementation of Art throughout Regis Manor is developed through utilising skills and gaining knowledge around the following areas through lessons linking to the term's topic:

- Making: painting, drawing, printing, creating 2 & 3D art and crafting
- Generating ideas and taking inspiration from a range of artists and craftspeople
- Formal elements: colour, form, line, pattern, shape, texture and tone
- Knowledge of artists' work and techniques
- Evaluating: critiquing their own work and that of others

Children record their art work into their topic books. Topics covered in year groups give wide exposure of different art techniques.



In Early Years, Art is developed through the child's play, allowing the children to develop their own unique style and creativity. Key skills are taught through carefully planned activities set out during child-initiated time.

In KS1 and KS2, teachers follow the Art [Kapow scheme of work](#), with activities mainly linked to termly topics.

We use Kapow in KS2 because it provides our children with high quality and challenging lessons that they enjoy engaging with.



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# Impact

At Regis Manor we measure children's progression in Art against the core curriculum skills and objectives for each year group.

By the end of Key Stage 1, children will have used a range of materials creatively to design and make products, used drawing, painting and sculpture to develop and share their ideas, experiences and imagination, developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and learned 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 Key Stage 2, children will have created an abundance of art in different forms in their Topic sketch books and on different mediums, recorded their observations and used them to review and revisit ideas. They will have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) and learned about great artists, architects and designers in history.

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# Enrichment Activities



Enrichment Activities are at the heart of the Regis Manor ethos. We strive to provide meaningful activities and extended learning opportunities for pupils promoting engagement in the subject. For example we had M.P Robertson, the author, come and teach our children how to draw some of the characters from his books. We have art clubs after school and art collaborations over the entire school.

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Some artists that we study are; Wassily Kandinsky, Monet, Andy Golesworthy, Max Ernst, Maud Purdy, Barbara Hepworth, Ruth Asawa, Vincent Van Gogh, David Hockney and John Singer Sargent and many more.



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# National Curriculum



National Curriculum Expectations	
<b>Key Stage 1 pupils should be taught to:</b>	<b>Key Stage 2 pupils should be taught to:</b>
Use a range of materials creatively to design and make products	Create sketch books to record their observations and use them to review and revisit ideas
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Learn about great artists, architects and designers in history.
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.	

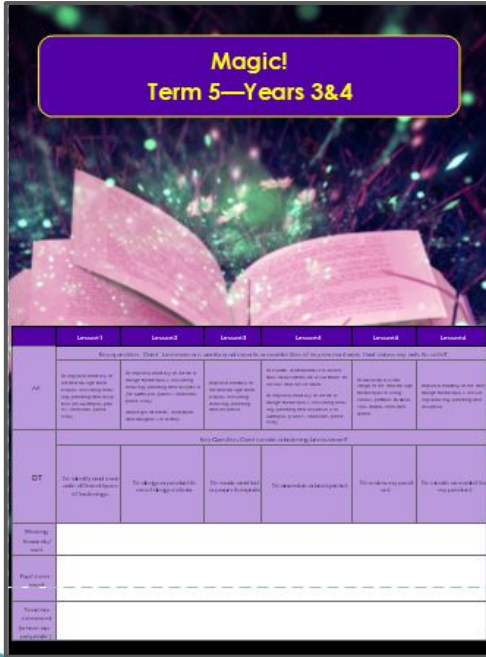


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# Assessment



Art is a subject that lends itself to freedom of expression and individuality and is, therefore, very subjective. Some elements will be retrospectively assessed so that teachers can reflect on children’s confidence with a given skill or knowledge taught over a unit.

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.

Here is an example of the assessment made using a topic cover sheet in art.

# Inclusive Practice

Across each year group at Regis Manor, Art is differentiated to ensure that each child makes progress. Lessons will be taught to be inclusive to all and support given so that all can access the learning. We seek to challenge children and those who have confidently developed a skill are encouraged to develop it across a number of mediums.

Progression in Art is supported through a spiral curriculum where each skill and area of knowledge is revisited and built upon. Children who need more practice of a skill or require their knowledge embedding will be supported to do so before moving on. Our curriculum is:

Cyclical - Pupils return to the same skills again and again during their time in primary school.

Encourages depth - Each time a skill is revisited it is covered with greater complexity.

Builds on prior knowledge - Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

Children with Special Educational Needs (SEN) are offered further scaffolded work to encourage a love of Art through a range of mediums and additional opportunities.

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