



# Manland Primary School-Intent, Impact and Implementation of Art



This document outlines how our school community work together, to ensure a rich and engaging Art curriculum for all learners across the school.

Intent	Implementation	Impact
To ensure that children find Art to be an engaging and inspiring subject.	Staff teach interesting and creative lessons, where children feel motivated and enthused. Art lessons include a wide range of resources and children are taught skills which are built on year on year.	Pupils at Manland enjoy the self-expression that they experience in Art and their lessons contribute to the quality of their lives, both within and beyond school.
To provide a clear progression document for Art, which maps out the skills taught across all year groups.	Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To provide an interesting and varied curriculum which will meet the needs of children from all backgrounds, cultures and abilities.	Teachers ensure there is a balance of skills and topics in the curriculum provided so it is relevant for all children. Teachers use assessment for learning techniques to ensure that children are supported or challenged in Art.	Pupil interviews show that children feel fulfilled and enthused by the subject of Art. They can talk about their art work and what they have enjoyed in their lessons.
To have a well thought out Art history plan that links in with the practical skills that are taught.	The curriculum we follow includes a comprehensive range of influential artists. The subject leader supports teachers with ideas to ensure a range of artist's work is covered and explored.	Pupils understand the historical and cultural development of art forms. They are beginning to talk about how Art reflected and shaped our history and contributed to the culture, creativity and wealth of our nation.
To try wherever possible to make links between Art and other subjects.	Where possible, cross curricular teaching takes place within Art units of work. This is especially relevant when teaching about great artists. Teachers often link their art skills to their termly topics and use the overriding topic to provide context to the artwork the children complete.	Monitoring of work shows that cross curricular links are being made. Pupils make links between different time periods they are studying. When talking about their artwork, pupils verbalise the skills they have learnt as well as how this links to other aspects of the curriculum.
To monitor pupil progress in Art on a regular basis.	Leaders have a clear idea of the skills and knowledge of teaching staff within the school. Teachers are supported if they need to gain further knowledge or skills. Pupil's progress is monitored by the subject leader. For example, through sketchbook looks, planning scrutiny and pupil voice.	Teachers are confident of their skills and this is evident in lesson observations and staff feedback. The art subject leader has a clear picture of staff confidence and also helps teachers to monitor pupil's progress where needed. Pupils are supported to make good or better progress in Art.
To ensure that extra-curricular days are planned for, where children are allowed the freedom to plan and carry out their own Art topics.	Whole school Art enrichment days are planned for and enable pupils to explore Art in a broad and varied way. Teachers are guided in the planning for whole school days, to make sure there is a comprehensive whole school approach.	The children's learning is further enhanced with whole school enrichment days where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Pupil voice shows that children enjoy these days and they are able to clearly articulate their learning.