

Martock Church School

Art and Design: Intent, Implementation and Impact



Intent

At Martock Church School, we believe that Art and Design is an essential part of a rich, ambitious and inclusive curriculum. We want every child to see themselves as an artist and to develop the knowledge, practical skills, confidence and creativity needed to express their own ideas.

Our curriculum is designed to develop both substantive and disciplinary knowledge.

Substantive knowledge is the knowledge pupils learn about art. This includes:

- knowledge of artists, designers, craftspeople and artistic traditions;
- knowledge of different materials, media and processes;
- understanding artistic concepts and visual elements such as line, shape, form, colour, tone, texture, pattern and space;
- knowledge of techniques such as colour mixing, shading, printing, painting, joining, modelling and creating texture;
- knowledge of how art and design has developed across different periods, cultures and communities.

Disciplinary knowledge is concerned with how pupils learn to **think and work as artists**.

Children learn how to observe closely, investigate, experiment, make artistic choices, develop ideas, evaluate outcomes and refine their work. They learn that artists make decisions about materials, techniques, composition and meaning and that different artists may respond to the same subject in very different ways.

Our ambition is that children become increasingly independent and recognise that successful art is not about every child's work looking the same. We want them to develop their own artistic voice, to be willing to experiment and to understand that making changes and learning from unexpected outcomes are important parts of the creative process.

We are ambitious for all pupils. Our curriculum is inclusive and accessible so that pupils with SEND, disadvantaged pupils and those with differing starting points are supported to participate fully whilst maintaining high expectations of what every child can achieve.

Implementation

We use Kapow Primary Art and Design to support the planning and delivery of a broad and progressive curriculum.

Our curriculum reflects the structure of our school. Reception and Year 6 are taught as stand-alone year groups, while Years 1 to 5 are taught in mixed-age classes. Within this structure, learning is carefully planned so that children build on previous experiences and make progress in their knowledge, vocabulary and practical skills.

Developing artistic skills

Across the curriculum, children develop an increasingly sophisticated range of practical skills. These include:

- **Drawing:** observation, line, shape, proportion, tone, shading, mark-making and use of different drawing media.
- **Painting and mixed media:** colour mixing, application of paint, brush control, layering, texture, collage and combining media.
- **Sculpture and 3D:** manipulating and constructing materials, modelling, shaping, joining, creating form and considering structure.
- **Craft and design:** exploring materials, pattern, surface, construction and design processes.
- **Composition:** making purposeful decisions about the arrangement of line, colour, shape, form, pattern and space.
- **Creative development:** generating ideas, experimenting, making choices, adapting work and refining an outcome.

Children use **sketchbooks** as working documents. They provide a space to observe, practise, investigate, experiment and develop ideas. Sketchbooks help children see art as a process of thinking, exploring and refining rather than simply producing a final piece.

Prioritising knowledge and vocabulary

We recognise that experiencing an activity is not the same as learning and remembering. We therefore identify and prioritise the key knowledge, skills and vocabulary that we want pupils to retain.

Teachers make explicit the important knowledge within a unit, rather than trying to give equal emphasis to everything children encounter. Key concepts and vocabulary are deliberately revisited so that pupils can connect new learning with what they already know.

Subject-specific vocabulary is explicitly taught and modelled. This includes language such as tone, texture, form, proportion, shade, tint, composition, perspective, pattern and media, alongside vocabulary relating to particular materials, processes and techniques.

Teachers expect pupils to use this vocabulary when discussing artists, explaining choices and evaluating their own work.

Helping children know and remember more

Our curriculum is planned so that important artistic knowledge is revisited and built upon, rather than taught once and forgotten.

We support long-term learning by:

- making links to previous artistic learning;
- revisiting important concepts such as colour, line, form, tone and texture in increasingly sophisticated ways;
- explicitly teaching and revisiting key vocabulary;
- modelling techniques and giving pupils repeated opportunities to practise them;
- using questioning and discussion to retrieve previous knowledge;
- referring back to previous work and experiences;
- using sketchbooks to make learning visible and enable pupils to return to earlier ideas and techniques;
- making deliberate connections between artists, artistic movements, techniques and children's own creative work.

This enables children to build an increasingly connected body of knowledge rather than experiencing Art and Design as a series of unrelated projects.

An inclusive and ambitious curriculum

Adaptation is used to enable all pupils to access ambitious artistic learning. This might include adapting resources and equipment, breaking processes into manageable stages, modelling a technique, providing visual prompts or giving additional opportunities for practice.

Our aim is to remove barriers without unnecessarily reducing the ambition of the curriculum. Wherever possible, all children work towards the same important knowledge and artistic understanding, while receiving the support they need to succeed.

Impact

By the end of Year 6, we want pupils to leave Martock Church School as confident, knowledgeable, curious and creative young people who recognise themselves as artists.

Pupils will have developed a secure body of substantive knowledge about artists, materials, processes, techniques and visual elements. They will also have developed the disciplinary knowledge to investigate, experiment, make purposeful artistic decisions, evaluate and refine their own work.

Children will be able to:

- recall and use important artistic knowledge and vocabulary;

- make connections between their current learning and art they have encountered previously;
- use a widening range of tools, materials and techniques with increasing control and independence;
- confidently use vocabulary such as **line, tone, texture, form, colour, composition and proportion** when discussing art;
- talk about a range of artists, designers and craftspeople and explain what they have learned from them;
- use sketchbooks to investigate, experiment, practise and develop ideas;
- make purposeful choices about materials and techniques;
- explain and justify their artistic decisions;
- evaluate and refine their work;
- take creative risks and understand that experimentation is an important part of being an artist;
- produce increasingly individual responses rather than seeking to reproduce an identical outcome.

The impact of our curriculum is therefore seen not simply in the finished artwork children produce, but in what they know, what they remember, the artistic decisions they can make and their increasing ability to work independently as young artists.

Ultimately, we want children to leave Martock Church School with a lasting appreciation of Art and Design and the confidence to look carefully, think creatively, communicate ideas and recognise that creativity belongs to everyone.