

The British School Art and Design Curriculum Intent, Implementation and Impact.
February 2025
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Introduction:

At The British School we ensure the requirements for the National Curriculum 2014 for Art & Design are met. In order to do so, we use the **Kapow** scheme of learning.

INTENT:

Purpose:

A high-quality art and design education will engage, inspire and challenge pupils. They will become enthusiastic and confident artists, equipped with the knowledge and skills to experiment, invent and create their own works of art and design. As pupils progress, they will learn to think critically and develop a more rigorous understanding of art and design. Children will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The following aims are intended for all the children in the school, but adapted according to age and additional needs:

All children will:

- Keep sketch books and art folders of their work, to record their ideas, showcase their work and show progress throughout their time at school.
- Become proficient in the skills and knowledge of drawing, painting & mixed media, sculpture & 3D and craft & design.
- Produce a range of creative work, exploring their ideas and recording their experiences.
- Confidently appraise their own work and that of others.
- Know about famous artists and designers, and understand the historical and cultural development of their art forms.
- Use age-appropriate topic-related vocabulary.
- Have the opportunity to display their work to a wide variety of audiences.
- Be assessed, to determine whether they are working, below, at or above age-related expectations.

Equality, diversity and inclusion in Art & Design:

At The British School, we create an inclusive culture of achievement, high standards and high expectations. We provide equal opportunities for all pupils to learn art and design, irrespective of race, gender, class or ability and we have high expectations of all pupils. We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through displays.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the art and design curriculum. In lessons, pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In art and design lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources;
- The provision of additional resources;
- Additional support with practical work;
- The provision of coloured paper and overlays (dyslexia)

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy.

The role of the art and design subject leader:

- To advise the Head Teacher and Governing Body (link-governor) on the provision and development of art & design across the school.
- To ensure that the requirements of the National Curriculum for art and design are covered.
- To ensure that the chosen scheme of work (**Kapow**) is used consistently and to a high standard, across the school.
- To plan, write and review policy documents.
- To be responsible for the implementation of the policy document.
- To carry out a range of monitoring activities across the school.
- To collate the results of all monitoring activities to inform subsequent action planning.
- To ensure that rigorous assessment is in place; teachers and the subject leader are therefore aware of which children are making good progress and working below, at or above age-related expectations.
- To monitor equipment and resources, ensuring that there is adequate provision.
- To ensure staff receive appropriate training/CPD opportunities.
- To manage the budget allocated for this subject.

IMPLEMENTATION:

Teaching and learning:

The art and design curriculum is delivered by the class teacher, using **Kapow** - a scheme of learning chosen by the subject leader to effectively meet the needs of our school.

The units of work within the Kapow scheme of learning have been arranged by the subject leader into a long term plan, which supports the wider curriculum of our school and also ensures that excessive strain is not placed on resources. We have chosen to follow a combined Art & Design and DT curriculum, the rationale for which can be found on the Long Term Plan.

Using the Kapow scheme of learning ensures that all pupils are taught age-appropriate curriculum content and that all fundamental skills and knowledge are covered. It ensures that learning is sequential, adapted to meet the needs of individuals and groups, and that highquality resources are used. Assessment opportunities are integrated into each unit of work, ensuring that each class teacher is aware of which children below, at and above age-related expectations.

Pupils' work is recorded both in sketch books, and in art folders. It is also showcased in classrooms, around the school and in the local community.

Where possible, we promote the use of the school grounds, the Forest School and also the local and wider environment to inspire children's art and design work.

Early Years Foundation Stage

The Kapow scheme of learning for EYFS scaffolds pupils to develop their knowledge, understanding and skills in art and design, through direct teaching and play-based activities. This falls under "Expressive Arts and Design", which is one of the specific areas of the EYFS Framework. The scheme of learning is used as a guide, rather than rigidly followed, as we also use the children's own interests to direct their learning.

The children will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Use a range of small tools, including scissors, paint brushes
- Begin to show accuracy and care when drawing.

Key Stage 1

Kapow provides children in KS1 with the opportunity to build on their earlier experiences of art & design, and to develop their skills, knowledge and creativity.

They will:

- Use sketch books and art folders to showcase their work and to show progress.
- Learn, use and apply the skills and techniques of drawing, painting & mixed media, sculpture & 3D and craft & design.
- Use a range of materials creatively and independently.
- Learn and use age-appropriate topic-related vocabulary.
- Learn about famous artists, architects and designers.
- Showcase their artwork to a variety of audiences.
- Be assessed to identify whether they are working below, at or above age-related expectations.

Key Stage 2

Kapow provides children in KS2 with the opportunity to further develop their knowledge, skills and understanding of art & design, through the provision of more sophisticated and complex learning and activities. They will develop their skills

and techniques, showing creativity, experimentation, independence and an increasing awareness of different kinds of art & design. They will:

- Continue to develop their sketch books and art folders to showcase their work and to show progress.
- Continue to improve their mastery of the techniques of drawing, painting & mixed media, sculpture & 3D and craft & design.
- Continue use a range of materials creatively and independently.
- Continue to learn and use age-appropriate topic-related vocabulary.
- Continue to learn about famous artists, architects and designers.
- Showcase their artwork to a variety of audiences.
- Be assessed to identify whether they are working below, at or above age-related expectations.

Resourcing

Kapow provides comprehensive equipment lists for all units of work within the scheme of learning.

Some resources are stored in each classroom/practical area, such as paint, sketching pencils, pastels and some craft materials. Additional resources are shared and are available within school, or may be sourced on request.

It is the responsibility of the class teacher to check the Kapow equipment lists at the start of each unit of work and ensure that they have procured everything they will need.

Class teachers will check with the art subject leader before ordering resources.

Adaptive teaching:

At The British School we recognise the need to adapt teaching and activities, in order to ensure that teaching is inclusive. The Kapow scheme of learning supports teachers in doing so. Work may be adapted to meet the needs of groups and individuals, for example by:

- Adapting the task.
- Adapting the expectations.
- Adapting the teaching methods.
- Adapting the resources; or providing additional resources.
- Adapting the support provided.
- Having high expectations of all pupils.

Display:

Class teachers are responsible for displays within their own classrooms and practical areas.

Displays for the corridors, entrance hall and library are coordinated by the art and design subject leader, with all classes contributing.

At The British School, we promote the display of children's art work wherever possible. We display art within the local community, at a variety of locations including Tesco, Ark Café, The Cotswold Bookroom, NFU and The Edge Café.

Health and safety:

Please refer to the school's Health and Safety Policy when working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar.

- Pupils should be taught about hazards and risk control.
- Pupils should be taught to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- A copy of 'Make it Safe' is available for all teachers on the Staff Room notice board.

Other adults working in school:

- We value the role that other adults (such as parents, governors, volunteers) helping in school play, in supporting our art and design provision.
- These adults will receive instruction, identifying the purpose of their work with specific groups and individuals.
- There will be emphasis on encouraging pupil independence.
- These adults will be instructed (alongside the children) in the safe and appropriate use of tools, equipment and materials.
- There will be appropriate guidance on safety.

IMPACT:

At the British School we strive to develop creative, enthusiastic and independent artists, with a secure understanding of the fundamental skills and knowledge of art and design, as well as of a range of famous artists and designers, past and present.

By the end of their time at our school, our children will have used their sketch books and art folders to build a permanent portfolio of their work.

All pupils access the National Curriculum for art and design, through our effective implementation of the Kapow scheme of learning, including those with additional needs. Lessons are fully inclusive, with appropriate adaptation in place as necessary.

At The British School, we take every opportunity to showcase our children's work. This can be in school, via our social media pages and website, as well as through the display of artwork in local cafés, shops and supermarkets. We also participate regularly in a range of community projects.

Our children are proud of their accomplishments and regularly see their work displayed to a variety of audiences.

The art and design subject leader consistently monitors and evaluates the provision of the art and design curriculum and pupil progress across the school. This is done through a variety of monitoring activities including data analysis, learning walks, drop ins, Pupil Voice, book looks, staff discussion and feedback. This information is then used for subsequent action planning.

Next review: February 2026