



Art – Intent, Implementation and Impact

Intent

At Goathland Primary School, we believe Art & Design is a vital part of a broad and balanced curriculum. It provides pupils with the opportunity to express themselves creatively, communicate ideas and emotions, and develop aesthetic awareness. Our intent is that all children:

- Feel confident to explore and experiment with a wide range of media, materials, and techniques.
- Develop a strong set of practical making skills in drawing, painting, collage, printing, textiles and sculpture.
- Learn about a range of artists, craft makers and designers from diverse cultures, time periods and backgrounds.
- Understand and respond thoughtfully to artwork, developing language to critique their own and others' work.
- Value creativity as an important form of communication and personal expression.

We use our **Big Ideas** to support progression and depth of understanding: **Generating Ideas, Knowledge of Artists, Making Skills, Formal Elements, Evaluating.**

Our curriculum aims to enable children to develop as **creative, reflective and confident artists** who recognise the role of art in culture, history and everyday life.

Implementation

Art is taught in every year group, with units planned to ensure progression in skills, knowledge, vocabulary and confidence. The long-term plan ensures **coverage of media disciplines each year**, enabling children to revisit and build on prior learning:

| Year Group | Key Focus / Artists & Studies |
|---------------|--|
| EYFS | Exploration of colour, texture, pattern, mixed media and sculpture through artists including Paul Klee, Stan Lee, Ed Tinga Tinga, Jess Hogarth etc. |
| KS1 Cycle A | Kandinsky & Mondrian (painting/printing), Matisse & Kusama (sculpture/collage), Oliver Jeffers (drawing/collage) |
| KS1 Cycle B | Masai art & pattern (textiles), Degas & Hepworth (sculpture), Andy Goldsworthy (natural sculpture/collage) |
| KS2 Cycle A–D | Includes Warhol, O'Keeffe, Aboriginal art, Monet & Seurat, Banksy, Van Gogh, Gormley, Kahlo, Anderson, Hokusai and more — covering drawing, painting, printing, textiles and sculpture in depth. |

Teaching and Learning Approaches

- Skills are developed progressively from EYFS through to Year 6.
- Sketchbooks / **Art Logs** are used across the school to record ideas, experimentation, research and reflection.
- Children study artists each term to support cultural understanding, identity, and critical appreciation.
- **Practical exploration** and modelled teaching build confidence with tools and techniques.
- Outdoor learning, gallery visits and **visiting artists** enrich the curriculum.

Digital art is integrated where appropriate (photography, mixed media layering, simple editing).

Assessment

Assessment in Art is ongoing and reflective. Its purpose is to support children in evaluating and improving their work while showing clear progress over time.

- **Formative assessment** occurs throughout lessons through discussion, observation, and feedback.
- **Art Logs** travel with the child from year to year showing skill and confidence progression.

The school uses the **Balance Assessment Tool** to record and track progress across the five Big Ideas:

| Assessment Area | What We Assess |
|----------------------|---|
| Generating Ideas | Sketchbook use, responding to themes, developing individuality |
| Knowledge of Artists | Understanding influences, cultural references, discussion of artworks |
| Making Skills | Technical skill development in media and tools |
| Formal Elements | Use of line, texture, tone, pattern, colour, shape and form |
| Evaluating | Reflecting on work, adapting ideas, constructive critique |

Balance supports:

- Consistency in progression across the school.
- Identification of children needing support or challenge.
- Subject leadership monitoring, planning adaptation and reporting.

Impact

By the end of their time at Goathland Primary School, children will:

- Demonstrate confidence in using a range of artistic techniques and media.
- Talk about their work and the work of artists using correct vocabulary.
- Show increasing independence and originality in their creative choices.
- Understand that art can reflect identity, culture, emotion and viewpoints.
- Have experienced success, enjoyment and pride in their creative achievements.

The impact of our Art curriculum is visible in:

- Art Logs showing clear progression
- Displays celebrating work across school
- Pupil voice expressing pride, enjoyment and cultural awareness
- Balance assessment outcomes demonstrating consistent development over time

Art at Goathland nurtures **creative, expressive and reflective learners** who appreciate the value of art in their lives and communities.