



Art and Design Intent, Implementation and Impact Statement

Intent

Art embodies some of the highest forms of human creativity. A high-quality art education should engage, inspire and challenge pupils, equipping them with the confidence and knowledge to experiment, invent and create their own works of art.

At Old Park, our aim is to develop independence and the skills for learning and life; the curriculum offer ensures all learners experience a breadth of opportunities and activities that expand their horizons. We value art as an important part of the curriculum where pupils explore visual, tactile and other sensory experiences whilst developing skills using a range of media and material to communicate ideas and meaning. This provides pupils with the opportunity to develop and extend skills, and express their individual interests, thoughts and ideas. The school also places emphasis on wellbeing and enjoyment; providing motivating and relevant art learning to maximise pupil engagement and support progress.

The following aims have been identified

- To develop pupils' observational skills and artistic techniques
- To increase pupil's confidence when working with a variety of media; drawing, painting, sculpture and other art techniques
- To develop pupil's imagination and creative expression
- To broaden pupils' awareness and understanding of different cultural traditions, forms of artistic expression and ways in which art can reflect our own identities and concerns.
- To investigate and combine visual and tactile qualities
- To enable pupils to review and evaluate art work
- To use ICT to enhance and extend pupils creativity
- To increase pupil's enjoyment and knowledge of art
- To produce creative work, exploring their ideas and recording their experiences

Implementation

The school curriculum is designed to meet the individual needs of the pupils; pupils are placed at the centre of what we do - offering personalised provision to tailor our approach and address barriers to learning. Art lessons are developed as part of the school's thematic approach to learning, allowing classes to be flexible when planning and delivering inclusive art lessons considering individual pupil need. Art is a subject which supports and enhances learning in other areas and therefore cross-curricular links are made wherever appropriate. Art is also taught as a subject in its own right, where pupils can develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes

During art lessons, pupils are given the opportunity to explore, experiment, make choices and create. They are encouraged to experience a range of materials and sensory medias, explore creative ideas and develop a variety of skills such as drawing, painting, printing, collage, textiles, 3D work and digital art. They will encounter and experience art arising from a range of different cultural traditions and artists with different backgrounds and modes of expression, enhancing the cultural capital of our learners. This enables them to develop and express ideas using a range of processes in purposeful ways; pupils are encouraged to evaluate different creative ideas and reflect on their own and others' work.

Teachers use formative assessments throughout the year and use this information to inform planning, ensuring children are supported and challenged appropriately.

Teachers plan activities and projects which are based on the Theme of the term on a 3 year rolling cycle, topics are mapped out to cover skills in both Art and Design and Design Technology. Ensuring pupils get opportunities to develop a range of skills and have a broad and balanced curriculum.

The table below shows the Themes and skills to cover during that term.

Phase	Year	Autumn	Spring	Summer
Lower	A	On the Farm Landscapes and Animals 3D Pens and building	Rainbows Colours and textures Cooking with colours	Down in the Jungle Animal prints Masks
	B	Dinosaurs Painting with textures Junk dinosaurs	Fairy Tales Portraits of characters Building houses and props	In the garden Still life Design and make gardens and terrains
	C	Up, Up and Away Hot Air balloons rockets and sky themed art Levers and slides	Magic Carpet Focus on different cultures around the world and techniques Textiles making magic carpets	On the beach Sand and beach art Design and build with sand
Middle	A	Carnival of the Animals Design and make Masks	Around the World Focus on different cultures Modelling with clay	Treasure Island Maps and plans Building boats
	B	Guess Who Portraits Building pictures frames	I like to move it Design make and decorate puppets Making mechanism	Water, Water everywhere Water art Water colours Design and make Bridges
	C	Home sweet home Patterns and prints (decorate house)	We are going to the circus	Who put the colours in the rainbow Colour wheel, colour theory and mixing

		Design and make a house	Design and make circus logo, posters, flyers, bunting etc. Exploring den building	Still life Cooking with colours
Upper+ Form 2	A	Into the woods Landscapes Make a box with wood	Once Upon a Time Create own instruments Design and make characters and costumes	We are community Local artists, local landscapes Design and make something for the school or local community
	B	Blue Planet Recycle- using plastic to make something new Under the sea art	Mythical Creatures Design and Make clay models	All aboard the magic bus Design and make a bus Explore Art from other cultures
	C	The world at Night Graffiti and street art Design and make a kaleidoscope	Witches and Wizards Colours and media mixing and experiments Design and make a costumes or sets	Circle of Life African Art Tribal Art design and make masks
14-16	A	Misty Mountain winding river Landscapes/ water themed art (canal boats) Design and make a mountain	Time Traveller Focus on different artists throughout history as inspiration Design and make a time machine	Ticket to ride Art from around the world Design and make a model of a mode of transport
	B	Starry Night Art inspired by Vincent van Gough starry night	Kings and Queens Painting with different medium and using different styles inspired by portraits of kings and queens	Planes, Trains and Automobiles Design and make a model of a mode of transport
Post 16	A	Back to the Future	My Heroes	Just Giving

		Focus on art from the decades 50's 60's 70's 80's and 90's and current day	Portraits of their own heroes using different medium	Design and make a poster or design and make items to sell
	B	Space Space themed art Design and make a space rocket	Out and About Art from around the world Cooking from around the world	Healthy Living Still life using food Cooking healthy meals
	C	The story of my life Design and make a scrap book Decorate with patterns and prints	Music through the Ages Design and make musical instruments Look at focus art from different time periods linked with music	Wildest Dreams Look at artists work who have been inspired by dreams and create your own dream art Design and make a dream catcher

The Art and Design curriculum is written in consultation with and enhanced by the following -

Pre-Subject Specific	Pathway 1 Multi-sensory Foundations for Learning and Life Pathway 2 Learning to Play, Learn and Live	Development Matters Expressive Art and Design Birth to 3 year olds Reference only: OPS Scales 1-2, OPS Scales 3-4 Willow Dene Assessment Frameworks Engagement Model, EHCP Personal Provision Plans Cross curricular link to Humanities theme
Subject Specific	Pathway 3 Roots	Skills, Concepts, Knowledge, Vocabulary linked to Art and Design KS1 Programmes of Study, National Curriculum England Development Matters: Expressive Art and Design 3-4-year olds OPS Scales 5-9: Subject roots Engagement Model, EHCP Personal Provision Plans Cross curricular link to Humanities theme

Subject Specific	Pathway 4 Shoots	Skills, Concepts, Knowledge, Vocabulary linked to Art KS1 Programmes of Study, National Curriculum England Development Matters Expressive Art and Design Reception age children into KS1 expectations OPS Scales 10-14: Subject shoots Engagement Model, EHCP Personal Provision Plans Cross curricular link to Humanities theme
Subject Specific	Pathway 5 Blossom	Skills, Concepts, Knowledge, Vocabulary linked to Art and Design KS2 Programmes of Study, National Curriculum England OPS Scales 15: Subject blossom Engagement Model, EHCP Personal Provision Plans Cross curricular link to Humanities theme

Enrichment Opportunities

- Creative Arts week
- Visiting artists
- Visits to art exhibitions, galleries and workshops
- Visits to public art and installation pieces
- Sculpture trails

Impact

Art and Design enables pupils to encounter, experience, explore and achieve regardless of ability. Old Park places emphasis on wellbeing and enjoyment across the art curriculum to maximise pupil engagement. Personalised outcomes linked to our thematic curriculum allow maximum creative expression and individuality for all pupils.

We celebrate diversity through our exploration of the wide variety of artistic and cultural traditions, in addition to the importance of the role of art in giving a voice to individuals of all backgrounds and identities. We promote achievement and encourage pupils to reach their potential; work produced by pupils is valued highly and celebrated through the school's reward system as well as through displays.

At the end of each term the Art coordinator organises a display in school that celebrates the wide range of techniques, ideas and interpretations pupils have brought to that term's Creative Art focus. It is always inspiring to see just how much hard work, imagination and skill has gone into the pupils' art and our young people enjoy seeing their and others' work on display.

Education Health Care Plans

There are clear links that impact across all four areas of the EHCP within Art and Design.

- **Communication:** the ability to express opinions relating to our own and others' work whilst developing choice making skills.
- **Cognition and Learning:** understanding the processes of a range of different art techniques and styles. Recognising and respecting our own and others' skills as an artist. Evaluating different creative ideas and reflecting on our own and others' work.
- **Social, Emotional and Mental Health:** using art as a medium to express ourselves freely and promote wellbeing. Co-operating with peers to create collaborative pieces of art work. Developing confidence and a sense of pride in our work and skills.
- **Sensory and Physical:** Tactile exploration of a range of different media. Develops hand-eye coordination, special awareness and fine motor skills.

Pre-Subject Specific Learners - Pre-subject specific learners are able to engage with a sensory curriculum in which creative art plays a major role. From early encounters with colour, shape and form; through experimentation with different media; to a developing mastery of a range of techniques, art can motivate pupils to express themselves creatively in many different ways.

These pupils may passively or proactively explore a range of tactile materials, positioning or combining them in creative expression. They learn about colour as they experiment with paint, pencils, crayons, or collage. They learn to create form from diverse media, combining their work with their friends to enrich each other's creations. They can engage with and appreciate each individual's own creation, or contribution to a collective piece.

Encounters with the work of artists with different backgrounds and a wide range of cultures and traditions helps to enrich their experiences and may inspire them to discover their own creativity; broadening their horizons and making life more colourful.

Subject Specific Learners - Subject specific learners learn about the broad variety of art techniques, styles and traditions that our world offers. They develop an appreciation of art from different cultures and the different types of art including paintings, sculpture, textiles, architecture, illustration and more. They develop their understanding of the creative process and are able to select different media to work in.

The pupils experience a wide range of different artists from modern times and the past, learning to identify their style, favoured techniques and subject matter. They encounter a rich variety of cultural artistic traditions as well as urban and traditional art styles and techniques. The pupils compare different artists and identify similarities and differences.

Our learners are able to develop their own forms of self-expression by experimentation with different media and techniques and begin to develop their own individual artistic voice through their work. They also cooperate with their peers to create shared work that reflects their identity as a class or a group. Pupils develop a feeling of pride in their work and are able to enhance and beautify their environment with their art.

Preparation for Adulthood

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The following are addressed through the Art and Design curriculum.

- Be happy, have fun and express themselves.
- To support pupils to understand the world, people and places around them.
- To have a voice to say 'this is me' and 'I am proud'.

- Promote communication by expressing opinions and developing choice making skills.
- To develop confidence in themselves, their abilities and when applying skills.
- To encourage independence skills.
- Develop interests and hobbies and support the development of career choices.
- To experience a wide range of enrichment opportunities to inspire.

May 2025