



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Art & Design (A&D)

Intent

At Thursby Primary School, our core intent of our art and design curriculum is to nurture creativity. We aim to provide a stimulating and inclusive environment where every child feels empowered to explore their artistic potential and express themselves confidently. We are committed to fostering a lifelong love for art and design, equipping pupils with the skills, knowledge, and appreciation necessary to engage with the visual world around them. We believe that all children should be given the opportunity to be inspired by great artists and learn the skills they need to express themselves creatively. We intend to provide our children with a curriculum which enables them to become confident, creative and critical learners. Our curriculum seeks to develop a wide range of skills progressively through drawing, painting, sculpting, collage and digital media. We believe that through the teaching of art and design, it will enable children to communicate and develop an awareness of the visual and tactile elements including: line, tone, texture, shape, form, pattern, colour and composition.

Implementation

Our art and design curriculum is implemented through carefully, sequenced units of work and activities that build upon pupils' prior knowledge and skills. We implement our art and design curriculum through hands-on sessions that encourage pupils to explore different mediums and techniques. Each unit of work is designed to promote experimentation, skill-building, and self-expression. We encourage pupils to take risks, learn from mistakes, and develop their own artistic style. We integrate art across other subjects to enrich learning and provide meaningful contexts for creative exploration. Pupils are given regular opportunities to reflect on their work, share ideas, and provide constructive feedback to their peers. We also provide opportunities for pupils to showcase their artwork through exhibitions and displays, celebrating their achievements and fostering a sense of pride and ownership.

Impact

The impact of our art and design curriculum is reflected in pupils' increased confidence, creativity and critical thinking. They demonstrate improved fine motor skills, visual awareness, and problem-solving skills. Our pupils develop the ability to communicate their thoughts and feelings effectively through art. They become more imaginative, resourceful, and resilient learners. Furthermore, our curriculum fosters a sense of accomplishment, pride, and personal growth. Our pupils leave primary school with a strong foundation in art, equipped with the skills and confidence to pursue their creative interests.

In art and design, all children have their own sketchbooks and practical sessions will also be recorded on Earwig. We use both summative and formative assessments to assess the children's progress. We use ongoing teacher assessments, pre and post assessment quizzes and in KS2 use summative, written evaluations at the end of a unit. The children's attainment grades are inputted into the whole school Arbor system and progress is reported to parents once per term at parents' evenings and in the end of year written report.

Inclusive Learning for SEND in A&D

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged,

race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in A&D learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.