

Frizinghall Primary School Art Curriculum Intent, Implementation and Impact

Intent

At Frizinghall Primary School, the art curriculum is based on the Art and design National Curriculum, the EYFS Framework and Development Matters. Art education provides the foundations for children to experiment, invent and create their own works of art, craft and design.

Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Frizinghall Art Curriculum is underpinned by: the whole school SCARF values, the development of art skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits and visitors, art links in the activity passports and active learning opportunities.

Each year group follows a curriculum map, with themes that include art and which provide the context for learning (See the Whole School Curriculum Map). Art has been mapped across the school to ensure that children have the opportunity to revisit and consolidate past learning and look forward to future learning, through common art threads e.g. painting (See appendix 1)

Art knowledge and subject-specific skills are set out in long-term plans, ensuring coverage of and progression in the National Curriculum. (See Year Group LTP) Art is mapped so that knowledge and skills are developed through and across phases.

Implementation

Themes, which include art, contain the specific art knowledge and skills to be developed and are used by teachers to map the theme learning journey. The learning journey is sequenced and adapted by the teacher to meet the needs and build on the interests of the class. This plan is shared with parents and children at the beginning of the theme.

In line with the Teaching and Learning Policy, in art teachers will:

- use the progression in skills document to ensure that art skills are appropriate to the needs of all groups of children;
- ensure each lesson begins with a clearly articulated purpose relating to both knowledge and skills;
- encourage children to ask questions as well as answer them;
- use a range of strategies to ensure all children are actively engaged in the lesson e.g. an emphasis on practical skills but also on research;
- link art lessons to the world of work;
- assess learning and use this to help pupils move on to the next stage.

Assessment

The knowledge and skills developed through each art theme are tracked on the science AfL grid (Foundation Stage Profile in EYFS). The overall achievement is then tracked for each child. These are completed termly and enable:

- teachers to identify gaps and areas of weakness and adjust future plans accordingly
- the art leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues

- themes and long term plans to be reviewed annually
- SLT to identify subjects where further development is needed (CPD, resourcing)

Impact

We will use a range of strategies to monitor the impact of the art curriculum. These include: work scrutiny, pupil and teacher discussions, data analysis and observations. We will consider how the impact on progress against the knowledge and skills objectives, the aims of the art curriculum, pupil's readiness for the next stage of learning and whole school priorities. This information will feed into school self-evaluation, areas for further development and curriculum review.

Appendix 1

Frizinghall Primary School Year Art Development Overview						
EYFS	In Nursery and Reception children will have regular opportunities to explore, play with and use a wide range of materials. This is crucial for developing their understanding of self-expression and ability to communicate through art. In practise this means there will be a good range of open-ended materials available in provision for children to choose how to use. This will include different mark makers, a range of paints and brushes, different textures, sizes, colours and shapes of paper and card, collage materials and model making materials such as boxes, tubes and lids.					
Nursery	Getting to know you Provision links: Opportunities for children to use materials to express ideas about themselves, their families and homes.	If you need a friend Provision links: Opportunities for children to use materials to express ideas about themselves and their friends.	Are you afraid of the dark? Provision links: Opportunities for children to use materials to express ideas about the dark and night time. This will include children being introduced to the art Wassily Kandinsky.	A long and winding road Provision links: Opportunities for children to use materials to express ideas about vehicles and how they and other people travel.	Giants! Provision links: Opportunities for children to use materials to express their ideas about size and shape through traditional tales that they are reading, for example the Enormous Turnip and Jack and the beanstalk.	A garden adventure Provision links: Opportunities for children to use materials to express ideas about mini beasts and their life cycles, including the food they eat.
Reception	Once upon a time.... Provision links: Opportunities for children to use materials to express ideas about themselves and the traditional tales they are reading. This will include learning to mix powder paint to paint self-	Let's all celebrate! Provision links: Opportunities to use materials to express ideas about the different celebrations and festivals that children are learning about. It will also include learning about the artist Paul Klee and	Adventures in space! Provision links: Opportunities for children to use materials to express ideas about light and dark, day and night and space. This will include learning to use wax crayons and pastels to create night sky	Animals big and small Provision links: Opportunities for children to use materials to express ideas about animals and their habitats. Links to Yr2 The animal kingdom and Africa	How does your garden grow? Provision links: Opportunities for children to use materials to express ideas about plants and growth. This will include observational drawing of flowers, fruit and vegetables, leaf	Off on an adventure Provision links: Opportunities for children to use materials to express ideas about adventure settings, for example the sea for a Pirate Adventure and Pirate Day. This will include continuing to

	portraits and take selfies on the tablet Links to Yr1 Ourselves	linking his work to Elmer's patchwork and Elmer Day. Children will continue to learn to mix paint to make a collaborative patchwork. Links to Yr1 What do we do in Winter?	pictures. Children will also use different shaped paper to create collage rockets, create rockets from 2D plastic tiles and have opportunities to use boxes and tubes to create 3D rockets. Links to Yr2 Explorers		printing, and mixing primary colours to make secondary colours to paint flowers. Print using leaves Create flowers using 2D plastic tiles. Links to Yr1 Will it grow?	learn to mix powder paint and learning to create wax resist washes
Year 1	Ourselves Observational Drawing -Draw Self portraits Sketching: Sketch self portrait Sketch family portraits Sketch houses, school and buildings in the community Take photographs of each other on tablet Artist: Frieda Kahlo Links to Reception Once upon a time.	What do we do in winter? Sketching: Autumn and winter trees and leaves using pencil and charcoal. Mix primary coloured paint to make secondary colours to paint and print autumn leaves.	Are we nearly there yet? Sketching: Different vehicles taking inspiration from photographs, pictures, toy models and stories. Famous buildings and landmarks of London.	Famous Bradfordians Painting Salt's Mill, Saltaire Mix primary colours to make secondary colours to paint Salt's Mill. Sketching: Sketch a David Hockney landscape and colour fill with oil pastels. Sketch the buildings of Saltaire. Artist: David Hockney	Will it grow? Sketching: Observational drawing s of trees, flowers, leaves and plants. Links to Reception How does your garden grow?	
Year 2	Explorers Painting Mixing paint to create tints, tones and shades. Include sketching Artist: Vincent Van Gogh Starry Night Links to Reception Adventures in Space	What do we do in winter? Short burst sketching – leaves, trees, winter scenes Links to Year 1 What do we do in winter?	The Animal Kingdom Sculpture – Sketch animals. Shape animals from clay. Mix powder paint and paint them. Create a habitat using boxes/ cardboard for the animal. Collage – Rousseau – Animals in their habitat, using tissue paper Artist: Henri Rousseau-	The Great Fire of London Short burst sketching – Tudor houses in London Links to sketching buildings in Year 1 – Ourselves, Are we nearly there yet? Famous Bradfordians	Africa Short burst sketching - animal patterns inspired by animal coats/skins and African fabric using oil pastels Artist: Revisit Henri Rousseau Links to Reception – Animals big and small	

				Links to Reception- Animals big and small.			
Year 3	<p>The Ancient Greek Legacy Sculpture – Sketch Ancient Greek pots. Shape clay to create clay pot. Mix paint and paint the pots. Use photographs of artefacts as stimulus</p> <p>(Links to:Yr2 The Animal Kingdom - Sculpture)</p>	May the force be with you	<p>Dem bones, dem bones. Sketching parts of the human body leading to pipe cleaner sculptures in spired by the work of Alberto Giacometti</p> <p>Create a Mosaic Collage of bones, skeletons, skulls using paper</p>	<p>Settlements Sketch Cave art using pencils and charcoal. Mix paint to colour fill.</p>	<p>Plant Life Short burst sketching – flowers and plants</p> <p>Links to Year 1 Will it grow?</p>	<p>Switch it on</p>	<p>How much has our local area changed?</p> <p>Short burst sketching – local buildings and landmarks past and present.</p> <p>Links to Year 1 – Ourselves Famous Bradfordians</p>
Year 4	<p>Natural Disasters Sketching inspired by Hokusai’s The Great Wave. Use Oil pastels to colour fill.</p> <p>Artist Katsushika Hokusai</p>	Good vibrations	Roaming Romans	"Past the teeth and over the gums: look out, stomach here it comes."	Dangerous Planet	The Battle of Britain	
			Short burst sketching – shield designs		Short burst sketching – living things and their habitats	Design, sketch and colour fill a persuasive war poster in the style of WW2 posters focussing on font and image	
					Links to Yr 2 – The animal kingdom		
Year 5	<p>The wonders of Ancient Egypt Sketch scarab beetle using photographs of Egyptian artefacts. Shape clay to make scarab beetle. Mix paint to paint the scarab beetle.</p>	Could you be a crime scene investigator?	Blast Off!	Anglo Saxon and Viking Invasion	If you go down to the woods today...		
			Space Art – Sketch and then use a variety of materials including water colour, oil pastels, charcoal and powder paint.	Short burst sketching- Viking long ships, shields.	Short burst sketching – living things and their habitats		
					Links to Yr 3 – Plant life and Yr 4 Dangerous planet)		

	Links to: Yr 2/Yr3 clay sculpture		Artist – Peter Thorpe			
Year 6	Game Designer Short burst sketching – ideas and images for games	Destination Dilemma Sketch a River Thames landscape. Inspired by Claude Monet. Paint using water colours. Artist Claude Monet	Blood	Have we always looked like this? Sketch animals and then use card and paper to create animal sculptures based around ideas of Minimalism and Abstract. Art. Animal sculptures using card and paper Artist Pablo Picasso	The light at the end of the tunnel	Islamic Civilisation Sculpture – Design and sketch an Islamic patterned tile. Shape and cut clay to create the tile. Links to clay sculpture Yrs 2, 3, 4, 5)

Appendix 2

Vocabulary progression

Children need to understand the vocabulary and to gain confidence in using it when they are talking about their own works of art, those of their peers and the work of famous artists.

All key stages will need to reinforce the vocabulary from the earlier year groups.

EYFS	KS1	LKS2	UKS2
cut stick mix line shape colour names light dark pattern	thin thick tint tone primary colours secondary colours repeating pattern straight curved	pencil grade texture combine compare adapt improve	techniques layers shade movement perspective shadow reflection replicate style visual tactile