

Curriculum Statement of Intent

Teaching and learning of: Art

INTENT	Thorpe Primary School follows the National Curriculum.					
	At Thorpe, we value Art as it gives children of all abilities opportunities to use their creative imagination to achieve their potential. The children are taught Art as part of their termly topic work, linking where appropriate to other areas of the curriculum, giving them the opportunity to develop specific art skills. Areas covered include drawing, painting sculpture, printing and textiles. A high-quality art education intends to engage and inspire children, equipping them with knowledge and skills to experiment, invent and create their own works of art. This is enhanced further by the study of famous national and international artists and their work.					
Underpinned by	The teaching of skills	Application of skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	<p>Thorpe pupils will:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture, printing and textiles Evaluate and analyse creative works using the language of art Know about great artists and craft makers and understand the historical and cultural development of their art forms 	<p>Thorpe pupils are given regular opportunities to develop and apply the art skills they have been taught. They will follow an art learning journey, inspired by an artist or piece of art work, culminating in a finished product. All of which is recorded in an art sketch book.</p>	<p>EYFS names of colours, draw, texture primary/secondary, colour, mix, pattern, dib, dab paint cut, paste, pinch, coil, roll, stick, press print pattern repeat, press, rub, cover, texture, rollers, ink fabric, sew, stitch, knot, needle, soft silky, rough, dye, colour, weave, wool, thread</p>	<p>Year 1-2 hatching, scribble, stippling, blending infill, solid, linear tone, Hb, 2B etc darken lighten mood match primary/secondary colour wheel, primary/secondary Pinch, coil, slab, construct, join, pattern and texture assemble, relief, shape, form detail, block, roller, ink, image relief, impress, overlay batik, tie dye, running stitch, cross stitch names of stitches, warp, weft</p>	<p>Year 3-4 proportion, perspective, facial expression vanishing point, reflection, media hues, tints, wash, complimentary/harmonising colours mood, shadow, effect, subtle, mixed-media intricate, shape form ware modroc, armature, modify adapt relief impress modify adapt relief impress overlay, impress, applied detail applique, texture, apply, imitate. embellishment</p>	<p>Year 5-6 adapt, tonal infilling, tonal range, purpose, perspective, composition, proportion, subtle realistic, water colour, mixed media modifications, perspective, scale, key elements glaze, polish, slabbing, constructed foundations, scale, form, realistically, abstract overlay, relief prints, mono, overwork, sources, techniques, 3D, Man – made, natural, combining, end pieces creatively, decorated</p>

IMPLEMENTATION	Curriculum approach Children develop artistic skills each year building on their prior knowledge. They are taught about historical and cultural development, learning about significant artists. Children have opportunities to create works of art, explore ideas and evaluate creative works using language of art and design.		SEND <ul style="list-style-type: none"> • Communication and interaction. • Cognition and learning. • Social, emotional and mental health. • Sensory and physical needs. 	
	Resources Children have access to a wide range of Art resources and opportunities to use a range of media.			
	Communication and interaction. Clear modelling and guidance given. Vocabulary is repeated and relatable to the process Ensure resources are at hand and a place to produce the work is clearly defined.	Cognition and learning A framework is to hand, with clear achievable steps. Clear instructions and simplified choices of media and tools.	Social, emotional and mental health A chance to talk through the process. Other opportunities to put skills into practice as an opportunity to talk.	Sensory and physical needs. Resources to hand. Pencil grips if appropriate. Enlarged text to read from.

IMPACT				
	Pupil Voice	Evidence in knowledge	Evidence in skills	Breadth and depth
	Interviewing a group of 4 <i>What things would you like to learn in Art?</i> <i>Think of an Art lesson this week where you learnt a lot. What helped you learn?</i> <i>How do you know when you have done something well in Art?</i> <i>What has been your proudest piece of art at school?</i>	Art journeys – in depth answers as travel through the school	Art journey. Evidence in the children's practical skills and in the Art work on Display	A range of artists Range of materials Critical thinking. Forming opinions and discussing the reasoning behind their thoughts. Making links in their learning