

# Curriculum Statement of Intent

## Teaching and learning of: Art



Thorpe Primary Academy follows the National Curriculum.

At Thorpe, we value Art as it gives children of all abilities opportunities to use their imagination to achieve their potential. Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. This gives them the opportunity to develop specific art skills, using drawing, painting, sculpture and printing.

Our high-quality art education will 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. Children will also have the opportunity to learn about and engage with local artists to inspire them. We will ensure that all children have access to a range of art styles and where possible a visit to an art gallery - be it online or in person. As a result, they will be knowledgeable of renowned artists and their impact on society. Most importantly, they will build a lifelong relationship with, and appreciation of, art and give them the interest in engaging with it in the future – whether using art as therapy, a hobby or simply the confidence in visiting art galleries independently.

INTENT

Underpinned by

The teaching of skills	Application of skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>Thorpe pupils will:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and printing.</p> <p>Evaluate and analyse creative works using the language of art</p> <p>Know about great artists and craft makers and understand the historical and cultural development of their art forms</p>	<p>Children will create fact files for artists they have learnt about and refer back to these artists year on year. They will use mixed media to create smaller studies linked to these artists, building up to a final piece.</p> <p>There will be the opportunity to link the art back to school and the local community, making it relevant for the children.</p> <p>Evidence will be in children's sketchbooks, photographs, videos and installations,</p>	<p><b>EYFS</b></p> <p>names of colours, draw, texture</p> <p>primary/secondary, colour, mix, pattern, dib, dab</p> <p>paint</p> <p>cut, paste, pinch, collage</p> <p>coil, roll, stick, press</p> <p>print pattern</p> <p>repeat, press, rub, cover, texture, rollers, ink.</p>	<p><b>Year 1-2</b></p> <p>hatching, scribble, stippling, blending</p> <p>infill, solid, linear</p> <p>tone, HB, 2B etc</p> <p>darken lighten mood</p> <p>match</p> <p>primary/secondary</p> <p>colour wheel,</p> <p>primary/secondary</p> <p>Pinch, coil, slab,</p> <p>construct, join,</p> <p>pattern and texture</p> <p>assemble, mono-printing, wax-resist</p> <p>relief, shape, form</p> <p>detail, block, roller, ink, image relief, impress, overlay.</p>	<p><b>Year 3-4</b></p> <p>proportion, perspective, facial expression</p> <p>vanishing point, reflection, media</p> <p>hues, tints, wash, complimentary/harmonising colours, tertiary colours, earthy tones</p> <p>mood, shadow, effect, subtle, mixed media</p> <p>intricate, tableau</p> <p>vivanta, 3D</p> <p>composition, linear</p> <p>shading, assemblage, still life.</p>	<p><b>Year 5-6</b></p> <p>adapt, tonal infilling, tonal range, purpose, perspective, composition, proportion, subtle</p> <p>realistic, water colour, mixed media</p> <p>modifications, perspective, scale, key elements, origami</p> <p>glaze, polish, slabbing, constructed</p> <p>foundations, scale, form, realistically, abstract</p> <p>overlay, relief prints, mono, overwork, sources, techniques,</p>

	exhibitions within school.				
--	----------------------------	--	--	--	--

<b>IMPLEMENTATION</b>	<b>Curriculum approach</b>			
	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.			
	<b>Resources</b>			
	Children have access to a wide range of Art resources and opportunities to use a range of media.			
	<b>Communication and interaction.</b>	<b>Cognition and learning</b>	<b>Social, emotional and mental health</b>	<b>Sensory and physical needs.</b>
	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.	A framework is to hand, with clear achievable steps. Clear instructions and simplified choices of media and tools.	A chance to talk through the process. Other opportunities to put skills into practice as an opportunity to talk.	Resources to hand. Pencil grips if appropriate. Enlarged text to read from.

<b>IMPACT</b>	<b>Pupil Voice</b>	<b>Evidence in knowledge</b>	<b>Evidence in skills</b>	<b>Breadth and depth</b>
	A sample of Year 1 and Year 4 pupils were able to confidently talk about the artists they had been learning about and the skills that they had been developing. They enjoy the fact that they are using a range of media, for example clay and painting in Year 4.	Using key vocabulary when discussing with TP. Reviewing and recapping at the start of each lesson. Pre- and post-learning quizzes.	Evidence will be in children's sketchbooks, photographs, videos and installations, exhibitions within school.	A range of artists Range of materials Forming opinions and discussing the reasoning behind their thoughts. Making links in their learning