

INTENT

At Thorplands Primary School, we intend for our art curriculum to enrich our children's experience of life aesthetically, culturally and personally. We believe that by appreciating and making art, children learn to express and value their unique voice and viewpoint of the world. This helps pupils understand themselves, their place in the world and gives them a sense of wellbeing; thereby helping to unlock their full potential and introducing children to the highest form of creativity.

We intend for our art curriculum to be aspirational, enabling and inclusive as well as:

- ambitious,
- accessible,
- relevant,
- progressive,
- inspirational,
- challenging and
- enjoyable for all our children.

It is our intention that that our curriculum will equip the children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We intend that our children will have the opportunity to enjoy Art and Design in its many forms and acquire the skills and technical vocabulary to critique and appreciate a range of Artists from different periods, cultures and genres.

We intend of our curriculum to teach the children to think critically about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and how they impact on our lives today.

Our Art Curriculum meets the expectations of the National Curriculum as set out below:

During KS1, children will be taught to:

- Use a range of materials creatively to design and make products.
- They will use drawing, painting and ceramics to develop and share their ideas, experiences and imagination.
- They will study an artist in depth and be taught the language to describe the differences and similarities between different practices and disciplines and making links to their own work.
- Children will have the opportunity apply their drawing and painting skills to illustrate a piece of work within the curriculum that has been brought up to presentation standard each term.

During KS2, children will continue to build on, improve and develop:

- Their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Their mastery of art and design techniques in drawing, painting and ceramics.
- They will continue to be taught about and be inspired by the work of artist and craftspeople and will use what they have learnt to inspire and critically inform their own work.
- Children will have the opportunity to apply their drawing and painting skills to illustrate a piece of work within the curriculum that has been brought up to presentation standard each term.

For further information, please refer to the NPAT Art Narrative Document

Implementation

Our Art Curriculum is made up of four strands:

1. Mastery in drawing, painting, and sculpture (including experience of other additional art forms),
2. Experience of other additional art forms
3. Illustration of work *and*
4. Development of art appreciation.

The following high **dividend-concepts** have been identified as part of the art and design curriculum:

- Colour,
- Line,
- Tone,
- Texture,
- Pattern,
- Shape *and*
- Form

These strands form the ‘Big Ideas’ through which all art forms will be taught and teachers will make explicit reference to where children have met these concepts before in the curriculum.

Horizontal links will be explicitly made e.g. the mark making that children complete in the art drawing units leads into brush control in the painting units. All paintings will also start with an observational drawing.

Vertical links will be made where knowledge and understanding are retrieved and built upon from previous art units e.g. in Year One, the children will be introduced to the concept of tone and making dark and light markings to three tonal values. In Year Two, this advances to four tonal values and by Year Three they will be marking to six tonal values.

Diagonal links will be made, particularly where this is cross-curricular e.g. links to History e.g. in the Year Two drawing unit, the children will draw local landmarks e.g. key buildings which the children will have learnt about in History.

Hierarchical and sequential skills have been carefully woven through the art curriculum.

Early Years

Our Art and Design Curriculum begins in the Early Years, particularly within their learning of Expressive Arts and Design. Children will begin their Art and Design journey in our Early Years by:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function.
- Share their creations, explaining the process they have used.
- Hold a pencil effectively in preparation for fluent writing.
- Begin to show accuracy and care when drawing.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, • paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.

			<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception	Physical Development		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function. Share their creations, explaining the process they have used.

Building on from the Early Years

The curriculum builds from the Early Years and is implemented following a sequential process which starts with children learning to observe the world around them by being taught the skills of observational drawing and collating their ideas in a sketchbook, in readiness to be able to present their ideas creatively and proficiently through the medium of drawing, painting and sculpture.

Children are then given the opportunity to apply their drawing and painting skills to illustrate pieces of work throughout the curriculum.

Each year, children will be taught to master skills in drawing, painting and sculpture through a series of lessons which are cumulative in skill progression and are taught in the first, third and fifth term. The mediums for Sculpture alternate yearly between ceramics and recycled materials. Children experience and explore other media, such as: printmaking, photography and textiles through opportunities in other areas of the curriculum e.g. DT or computing. Similarly, the skills taught through art are also linked to other areas of the curriculum, e.g., in History, the drawing historical buildings.

Long Term Map

Design and Technology will be taught in all year groups, in blocks of approximately 6 lessons, three times a year – usually alternating with the teaching of Art and Design.

Northampton Primary Academy Trust Art Long-Term Map

Art	Art Appreciation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Where in the World? Landscape	Drawing (<i>inspired by still life</i>)	Illustrated piece of work	Painting (<i>inspired by seascape</i>)	Illustrated piece of work	Sculpture (<i>inspired by recycling materials and shoe making</i>)	Illustrated piece of work
			DT		DT		DT
Year 2	Is it still? Still Life	Drawing (<i>inspired by architecture</i>)	Illustrated piece of work	Sculpture (<i>inspired by local flora/ fauna</i>)	Illustrated piece of work	Painting (<i>inspired by flora in the locality</i>)	Illustrated piece of work
			DT		DT		DT
Year 3	Where are the women? Landscape	Drawing (<i>portraiture</i>)	Illustrated piece of work	Painting (<i>inspired by landscape</i>)	Illustrated piece of work	Sculpture (<i>inspired by historical pattern making</i>)	Illustrated piece of work
			DT		DT		DT
Year 4	Take One Picture	Drawing (<i>inspired by flora and fauna in a diverse location</i>)	Illustrated piece of work	Illustrated piece of work	Take One Picture	Illustrated piece of work	Painting (<i>inspired by fauna of the riverbank</i>)
			DT	DT		DT	
Year 5	What is the message? Portrait	Drawing (<i>inspired by architecture</i>)	Illustrated piece of work	Painting (<i>inspired by history; painting of WW1 artefacts</i>)	Illustrated piece of work	Sculpture (<i>inspired by the Ancient Greeks</i>)	Illustrated piece of work
			DT		DT		DT
Year 6	Who am I? Portrait	Drawing (<i>inspired by still life</i>)	Illustrated piece of work	Sculpture (<i>inspired by African culture</i>)	Illustrated piece of work	Painting (<i>inspired by art appreciation "self"</i>)	Illustrated piece of work
			DT		DT		DT

Enrichment of Art

NPAT has a unique and enduring partnership with the National Gallery and participates in the annual 'Take One Picture' project. This is a national project focussing on one painting from the National Gallery and is open to all schools. Through our partnership, all Year 4 teachers have training with artists and curators from the National Gallery about the history of the featured painting and artist and techniques that could be used to engage and inspire the children. All children will have the opportunity to visit the National Gallery in Year 4 to further enhance their knowledge and understanding of the work of artists at first hand.

During their time in school, the children across the other year groups, will also explore prominent artworks and artists within the National Gallery collection. To deepen their understanding, they will compare, and contrast artworks created at different times and in different cultures, using different techniques and influences.

The children's work, in response to the 'TOP' project, is exhibited alongside other NPAT schools, which is open to schools, parents and pupils to view. The work is then reviewed by the National Gallery in the prospect that it may be chosen for their School's Exhibition.

For further information about our art curriculum, please refer to the NPAT Aims and Principles documents and the Art Narrative.

IMPACT

The impact of our Art Curriculum is assessed through a multi-faceted approach:

- Pupil voice
- Pupil learning conversations
- Work in sketchbooks
- Work created and displayed around the school and through exhibitions and community events.