

Art



Curriculum Booklet

Art Intent

The intent of Tanners Brook Primary School's Art curriculum is to ensure that all children are inspired and motivated by the creative opportunities that the subject offers.

It is the intent of Tanners Brook Primary School's Art curriculum that pupils are engaged, inspired and challenged to achieve their personal best. We want them to look to the future and see the possibilities that await them in careers that are built on the foundations they will learn in Art lessons, whether that be as fashion designers, illustrators, graphic designers or animators. To do this, we follow Access Art to support our teaching and learning in Art, alternating units of work with skill-based sessions.

The children will acquire subject knowledge enabling them to experiment, invent and create their own works of art from Reception all the way through to Year 6. They will also develop the skills enabling them to think critically and understand the ways art and design has reflected and shaped various cultures and periods in time. We intend to equip them with the skills to evaluate and analyse creative works using the language of art. We aim for our children to use the local area as inspiration, to learn from other cultures and to respect diversity.

We endeavour to make links with Art and other Foundation subjects when it is purposeful and relevant. The skills developed in Art, such as evaluating their own artwork and the work of others, can be used across the curriculum and in situations throughout life. From Year 1, the children will have personal sketch books, allowing them to reflect, refer to and build upon previous learning and work.

We aim for all pupils to:

- Develop powers of observation.
- Produce creative work, exploring their ideas and recording their experiences.
- Evaluate their own creative work and the work of others.
- Be able to respond knowledgeably to the work of other craftspeople, knowing that there are different kinds of art made for different purposes.
- Grow in confidence, persevere when challenges arise and to reflect on how attitude and effort can make a difference to their creative work.

Art Implementation

Art is taught every half term at Tanners Brook Primary School, alternating a planned unit with a skills-based unit. This may be taught as a discrete lesson each week or delivered in blocked units of time, to allow for children to express their creative imagination as well as providing them with opportunities to practise and develop mastery in three key areas:

Drawing and sketchbooks

Surface and colour

Working in 3 dimensions

The foundations of Art learning and understanding starts in the Early Years through many of the Early Learning Goals (ELG), most suitably Creating with Materials, under the area of learning Expressive Arts and Design. Reaching this goal can be demonstrated in many learning opportunities but it is likely to see:

- Children using their mark making and drawings to show their emotions
- Exploration of colour and colour mixing
- Exploration of different paint types such as watercolour, ready-mix and powder
- Child-led explanations about their creations and how they have made them
- Learning of different artists and their work
- Exploration of patterns, textures and using natural materials in transient art
- Using a range of tools such as scissors and paint brushes to develop fine motor skills (Physical Development – Fine Motor Skills ELG)

These foundations will support our children when they start to learn the National Curriculum for Art in KS1.

From Year 1, each child has a sketchbook. The evidence of their work is put up on display or collected within the art sketch book which follows the children through the school. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills and record and reflect on their ideas and work.

Teaching of art is often whole class based, supported by appropriate differentiation. The teaching often follows the process of focussing on an artist study, exploring the media to be used within the unit, teaching of skills, producing the final outcome and evaluating orally or in writing depending on age. When discussing key artists, artworks and their own work, subject specific vocabulary will be explained and used appropriately.

Some children with SEND might find accessing the Art curriculum difficult. Their barriers may include:

- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Difficulties with retaining new information
- Lack of fine and gross motor skills

At Tanners Brook we will support all our children to reduce these barriers through:

- Fine and gross motor skills to support the use of artist tools
- Visual aids alongside new, technical vocabulary (dual-coding)
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks, including blocking to support the time needed to access new materials
- Incorporate practical resources to support understanding
- Following a clear lesson structure in all lessons

Whole School Provision Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	EAD: Exploring a range of different art materials Drawing/mark making Self-portraits Playdough (sculpture) Rubbings Naming colours (The colour monster) Creating monsters Making Elmers Natural sculpture families Printing (with leaves) Patterns (Rangoli) Autumn collage	EAD: Experiments with paint mixing and collage Joins using various construction materials Prime and colour mixing Finding shapes, creating shape pictures Handprint robins Snowman winter pictures white on black	EAD: Share their creations, explaining the process they have used Making phones, laptops Trolls big scale collage Making mini world under the sea Rainbow fish collage Prime and colour mixing Painting animals and using junk modelling Butterflies printing	EAD: Show different emotions in their drawings/art e.g. happiness, sadness, fear etc. Develop mixing skills to match colours they see and want to represent Paper plates dinosaurs Handprint flowers for Mother's Day Making cards	EAD: Safely & confidently use & explore a variety of materials, tools, & techniques, experimenting with colour, design, texture, form, function Share their creations, explaining the process Choosing, combining and decorating materials & manipulating materials to achieve a planned effect Recap patterns (art, sticking) Observational drawing (plants and bugs) & designing bugs A. Goldsworthy Insect hotels	EAD: Talk about and share their creations, explaining the process they have used and suggesting what they could improve/do differently next time Making aliens Father's Day cards Making rockets and boats W. Kandinsky Being an artist day
1	Spirals	<u>Fine Motor</u> , making marks in playdough. Making a clay pot	Making Birds	<u>Painting/colour skills</u> Transforming objects	Flora and Fauna	<u>Drawing skills</u> -Feely Drawings -Drawing Small
2	Explore the world through Mono Printing	<u>Painting/ colour skills</u> Working on black paper	<u>Drawing skills</u> Helping Children draw larger	Explore and Draw	<u>Drawing skills</u> Squiggle Drawings Thoughtful Mark making	Be an Architect
3	Gestural drawing with charcoal	<u>Painting/ colour skills</u> Our Creative Community Plates inspired by Janine Burrows	Cloth, thread and paint	<u>Drawing skills</u> -Continuous Line Drawing -Drawing Prompt cards for making	Telling stories through drawing and making.	<u>Drawing skills</u> -Explore 3d Drawing with lego -Drawing hands
4	<u>Drawing skills</u> -Analogue Drawings -Continuous line drawing	Exploring still life	<u>Drawing skills</u> Mark Making and sound Part 1 -Drawing Prompts	Festival Feasts	<u>Painting/ colour skills</u> Expressive Painting and colour mixing	Story telling through drawing
5	<u>Drawing skills</u> - Deconstructing to help you see - Continuous line drawing	2D drawing to 3D making	<u>Drawing skills</u> - Mark making/sound part 2 -Drawing with a ruler	Fashion Design	<u>Painting/ colour skills</u> Concertina Landscapes	Set Design
6	Typography	<u>Painting/ colour skills</u> Exploring Macbeth through art-out damn spot.	Exploring Identity- layered portrait	<u>Drawing skills</u> -Mark making and sound part 3 --Drawing Prompts	Art Project with theme: change/ memories etc	<u>Drawing skills</u> -The geometry of chickens -Portrait club

Art Impact

The impact of our Art curriculum can be seen not only in our children's sketch books but also through classroom displays and the school environment. We value celebrating not only the final pieces of work, but the learning journey that has taken place as well. A focus on skill-based sessions from Access Art every other half term, with further improve the outcomes of our Artwork.

Art outcomes are shared during the year in Newsletters and social media posts as well as during open afternoons, where parents can come and view work that forms part of a Gallery linked to other subjects.

Everything we do is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning and encourages the children to persevere and do their personal best. The children have opportunities to be creative and access materials and skills that they may not have at home, such as clay and paint.

We measure the impact of our curriculum through sketch books that follow the children as they move through the school and show the learning journey of specific topics but also a progression of skills across year groups. Books are regularly marked by teachers with live feedback added during lessons where needed. Books and photographic evidence are collected and looked at to ensure that the teaching of Art is taking place as intended and of a high quality. Pupils are interviewed to gain their opinions on the subject throughout the year.