



Boorley Park Primary

Art

Intent, Implementation and Impact

"Every child is an artist."- Pablo Picasso

Our Curriculum Intent for Art

At Boorley Park School, Art is valued as an important part of the curriculum where all children are expected to achieve. Through our Art and Design curriculum, children develop their creativity and imagination. They study the work of a range of modern and traditional artists and designers, learning about the techniques they have used and then exploring how these can be used in new and different ways. Art gives children the opportunity to express themselves emotionally, spiritually and culturally and in this way it can support their understanding of themselves as individuals. Children will become confident and proficient in a variety of processes including drawing, painting, sculpting, collage and printing. The topics covered in our curriculum engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are also taught to think critically about their own work, of that of others and to edit, revise and improve their work. Through studying a diverse range of artists and designers, they learn how art and design both reflect and shape our history, and contribute to the culture of our nation.

The intent is to ensure, as a result, all pupils can produce individual creative and imaginative work whilst developing mastery in their techniques. Children will also develop their interest and curiosity about art and consider themselves as capable artists who can make informed and independent decisions about the effect and impact of their work and the work of others.

Our Implementation of the Art Curriculum


At Boorley, we believe our children learn best through following their own inquiry.

Our principles which underpin our curriculum are critical thinking, creativity, collaboration, effective communication and curious readers. We deliver an enquiry based approach to learning, where children are presented with a challenge and question which they have to work hard to solve.

In the Foundation Stage, Art is taught at appropriate points in the Early Years curriculum as well as being available in the learning environment. In Years 1-6 it is taught through the specific teaching of skills, knowledge and famous artists. Subject-specific vocabulary is used to teach the progression of

skills and enforce consistency across the school. The art processes of drawing and painting are built on and developed in each year group.

Art Overview

<div>  <h1>Art Curriculum Map</h1> </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing		Painting		Collage	
Year 1		How do you make secondary colours? -Painting		How do you create a picture using scrap paper? -Collage		How do you draw a face? -Drawing
Year 2	How do you illustrate a story? -Drawing and Painting		What can you use to make a repeating pattern? -Printing		How do you make art 3D? -Sculpture	
Year 3	How can we tell a story through art? -Drawing		Does a portrait always have to be realistic? -Printing		Does all art have to hang in a gallery? -Painting	
Year 4		What drawing and painting techniques can be used to capture the form of an object? -Painting and Drawing		How can we use collage to create an emotion? -Collage		How can we use clay to bring history to life? -Sculpture
Year 5	How can we use mixed media collage to create different dimensions within artwork? -Collage		How can we use Mod Roc to sculpt masks inspired by the characters and symbols of Greek gods? -Sculpture			How can we utilise different types of ink and pens to create detailed illustrations with varying textures and shading techniques? -Drawing and Painting
Year 6	Watercolours - Rivers Linked		Pencils (Bryan Seisnick), Shaun Tan (Immigrant)			Henry Moore - sculpture Lost Thing (Tinkercad) Op art - Victor Vasarely, Bridget Riley

At Boorley we have identified key art skills which our pupils need to develop to become successful in this subject. The skills of Drawing, Painting, Exploring and Developing Ideas and Famous Artists have been chosen as they are the most pertinent threads that run through many, if not all, units. We feel they are most important in order to develop proficient artists. Sculpture, collage and printing run through every key stage, however, not in all units or year groups. This allows us to focus on developing key skills while giving time to learning and building on wider skills.

<div>  <h2>Art Progression of Skills</h2> </div>	
Drawing	Page 4
Painting	Page 9
Famous Artists	Page 14
Sculpture	Page 19
Collage	Page 22
Printing	Page 25
Exploring and Developing Ideas	Page 28
Vocabulary	Page 29

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We are able to inspire children and instil a love of art so that they see themselves as artists. Each art element includes a learning journey where sketchbooks evidence the development of skills and trialling of different media, providing opportunities for assessment of children's attainment and progress. Children feel confident enough to present their work and to give and receive feedback to others. We encourage children to respond to feedback and give them time

to improve their work. Children have the opportunity to evaluate their final outcomes as this gives them opportunities to think critically as well as celebrate their work. Children have the opportunity to share their art work with their grown ups. This allows the children to feel proud of their work and achievements.

Our Impact of the Art Curriculum

The impact of having a curriculum that promotes creativity, imagination and high quality art is that art is enjoyed by pupils across school. Teachers have high expectations and quality evidence is celebrated through our classroom displays which promotes the rich experiences children receive. Sketch books evidence the progress and high attainment from pupils, with the majority of pupils reaching Age Related Expectations and beyond. Sketch books also evidence the varied and creative opportunities that pupils have to apply their art skills and knowledge. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work as part of the process rather than just the final product. Consequently, children begin to think and talk like artists with a developing use of art specific vocabulary. We have high but attainable expectations for all children as they grow in a love for the subject.