



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Curriculum Statement for the teaching and learning of Art 2022-23

<p>INTENT</p>	<p>Art brings the other subjects to life. It enhances a broad and balanced curriculum. Our children's personal development and well-being are addressed through Arts opportunities. Our Arts skills and understanding are planned progressively from starting at our school until we leave it. Art helps us connect with our school identity and community through collaborative projects and exhibition. We make our school an inspiring environment by showcasing our children's creative achievements. We develop our children's aspirations and broaden their world view by learning about Artists and their work and visiting places of artistic significance. We learn that there are many and an increasing number of jobs in the creative industries by meeting people who work in them. We are an Artsmark school and are aiming for a Silver Artsmark award.</p>		
<p>UNDERPINNED BY</p>	<p>The teaching of knowledge, skills and understanding</p>	<p>The application of skills, knowledge and understanding</p>	<p>Vocabulary</p>
	<p>Looking at, learning about and discussing the work of Artists and makers.</p> <p>Development of skills in Arts strands to improve mastery: Drawing, Painting, Printing, Collage, Textiles and Sculpture (including clay work)</p>	<p>The use of sketchbooks to explore the work of the artist/maker or culture and to experiment using different media and skills, documenting the journey to the finished piece of work.</p>	<p>See below</p>

<p style="text-align: center;">IMPLEMENT ATION</p>	<p>Curriculum Approach</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences in sketchbooks • become proficient in drawing, painting, sculpture, printing, textiles, collage • Develop the ability to evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>External Stimuli</p> <p>Gallery visits Artist visits</p>	<p>Extra Curricular Enhancements</p> <p>Christmas Fayre Community Exhibitions</p>
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Resources (Art Cupboard)

Permanent

Kiln

Clay tools and boards

Printing rollers

Paint/Inking trays

Needles

Embroidery hoops

Wax pot and tjanting tool

Restockable

Paints

Dyes

Batik wax

Printing Inks

Paintbrushes

Glues and tapes

Papers

Sketchbooks

Fabrics

Drawing pencils and pens

Chalks and pastels

Lino/Polystyrene tiles

Clay

Mod Roc

Wire

Arts straws

Threads

Questioning

- Is it similar or different from other art works you have seen?
- What have you found out from looking at this art work?
- Is this true to life?
- How real has the artist made things look?
- How does it make you feel? Why?
- What would you have called this art work?
- What is happening in this picture?
- What do you see that makes you say that?
- What else can you find?
- Does anything in this art work remind you of something in your life?
- Do you like this work or art? Why? Why not?
- What colours/shapes and things do you see?

Showcase opportunities

Display boards around school

Online digital gallery (SMUPS Instagram linked to school website)

Assembly Showcase

Community exhibitions e.g. Market/ Church/Library/Museum

	<p>Teaching Approaches</p> <p>Children go on an art journey where they explore the works of great artists, makers and cultures.</p> <p>Teacher modelling skills (printing, drawing, painting, sculpture, textiles and collage) which children experiment with in sketchbooks, exploring different media and develop their individual ideas leading to producing a final piece of work.</p> <p>Group and independent work</p>	<p>Home Learning Opportunities</p> <p>Youtube videos</p> <p>Artists and Makers research projects</p> <p>Gallery website links</p> <p>Collecting resources for projects</p>	<p>Audience and Purpose</p> <p>Gallery showcase</p> <p>Sketchbooks</p> <p>Displays around school and in the community</p> <p>Christmas and Summer fayres</p> <p>Youtube videos</p>
<p>IMPACT</p>	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.</p>		
	<p>PUPIL VOICE</p> <p>Pupil Conferencing</p> <p>Teacher/Learner Arts dialogue</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Pupil Conferencing: What can you tell us about key Artists and Makers?</p> <p>Pupil choice in the direction of their art work</p>	

	EVIDENCE IN SKILLS	EVIDENCE IN UNDERSTANDING
	Sketchbooks Final pieces displayed	Peer to peer evaluations Pupil conferencing: Techniques and processes

Art Vocabulary

R	<i>collage, shape, tear, cut, stick, detail- drawing, circle, line, straight, curved, shape, big, small, character-paint, colour, spin, mix, bubble, scrape, splatter, mark, recipe- print, object, stamp- malleable, sculpture, 3D, parts, model- warp, weft, weaving, natural, man-made</i>
1	<i>collage, picture, parts, material, composition, figure, prepare, collect- medium, easy/difficult, improve- resist, pattern, effect, marble, change, wash- monoprint, marbling, press, print, detail- Installation, environment, permanent/impermanent, parts- warp, weft, tension, weaving, winding</i>
2	<i>Compare, composition, process, design, arrangement- mark, portrait, self-portrait, frame, fine, broad, line, shade, thickness- tint, shade, primary, secondary, cubist, outline, element, layer- texture, relief, monoprint, materials, print, positive/negative- experiment, totem, mask- process, felt, yarn, fleece</i>
3	<i>Swatch, experiment, combination, layer, panel, block, surface, encaustic- hieroglyphs, inspiration, metallic, symbol, pattern, gold, print, style- Landscape, harbour, scene, connect, strip, area, section, display, same/different- texture, relief, collograph, materials, print, positive/negative- skyscape, mobile, fantasy, stabile, abstract-, dye, natural, shade, technique, fabric, solution</i>
4	<i>Landmark, display, interpretation, essence, limited, collaborative- Interpretation, exploratory, representation, rhythm, mood.- swatch, shade, water, splash, ripple, bubble, movement, mark, exhibit, composition- traditional, Benin, design, outline, engrave, pressure- sculpture, sculptor, compare, layer, decorate- sew, stitch, thread, needle, stuffing, embroider, tapestry</i>

5	<i>preparation, placement, environmental, levels, space, exhibit, re-used, salvaged- pattern, texture, extend, horizon- background, mid-ground, foreground, plan, landscape, layers, silhouette, highlight, compare, contrast, broad, fine- repeated design, viewfinder, sample, inspired, duplicate, positioning- dismantle, net, segment, 3D, construct, design, origami- yarn, pom-pom, knit</i>
6	<i>twist, rip, fold, change, combine, paper cut, mount, contrast, line, highlight- multi-dimensional, two-dimensional, three-dimensional, trinket, element, illustration, platform- compare, locality, study, area, observational, landscape, background, mid-ground, foreground, realistic/unrealistic- gallery, exhibition, engrave, detail, safe, intricate, screen print, squeegee, ink- structure, stable, miniature, landmark, function- positive/negative, screen print, squeegee, screen-print, fabric, tjanting, batik, wax</i>