



## THE INTENT, IMPLEMENTATION AND IMPACT OF THE ART CURRICULUM

Our vision is that all children will broaden their cultural capital by learning about great artists, artistic styles and periods.

### INTENT

At Wildmoor Heath School, our six unique curriculum drivers play an important role in the teaching and learning of Art and Design. Through the teaching of Art and Design, it is our intent that our learners broaden their cultural capital, learning about great artists, artistic styles and periods. We set out to develop both their imagination and creativity, whilst nurturing a greater understanding of culture and how art has shaped it.

Through the teaching of Art, which is naturally inclusive, children develop in confidence as they explore, experiment, create and invent, developing their own ideas and expressing their own thoughts and opinions. Learners will develop observational, thinking, and problem-solving skills. Throughout the school, learners will be given the opportunity to develop these skills using a range of media and materials such as drawing, painting, printing, collage, textiles and digital art. Learners will look at different styles in art and learn about great artists from history. Learners are encouraged to be reflective and evaluate their work, thinking about how they can make changes and keep on improving. They are also encouraged to provide constructive appraisal of the work of their peers and to be able to communicate their thoughts and feelings about artistic expression.

### IMPLEMENTATION

At Wildmoor Heath we focus on the knowledge and skills as stated in the National Curriculum. We carefully plan and map out the key skills using progressive two-year learning blocks, each building on the previous one. This ensures progression in the children's skills and techniques, including their control, how they use materials, and their awareness of different arts and design. The academic year 2020 saw a whole school community project looking at self-portraits with different year groups focussing on different skills and artists.

The global pandemic during the academic year 2020-21 saw Art lessons provided remotely for all pupils, with some learners being in school and receiving the same lessons under teacher guidance. Despite some educational visits and outings being restricted, the curriculum was enriched through a whole-school 'live' art fortnightly challenge across Greenshaw Academy, whole-school projects such as the Royal Academy Young Artists competition and guided skills sessions recorded by teachers.

To teach Art, as well as the other foundation subjects, we use learning 'themes', which provide an opportunity for cross-curricular learning and helps the children to further understand art's place within history and culture. For example, Year 3 pupils, whilst learning about the Stone Age, will study cave paintings, developing their sketching techniques. Year 4 pupils, during their 'What do we owe the Romans?' theme, will create their own Roman inspired mosaics using collage. Each year group will look at and study two or more influential artists from the past. Learners will look at the art work and style and learn how and where this fits within history. The artists we study are shown below for each year group, covering a wide range of nationalities, periods and styles:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Henry Matisse Andy Goldsworthy	Van Gogh Peter Thorpe LS Lowry	Paul Klee Andy Warhol Georgia O'Keeffe	Gustav Klimt Jackie Morris	El Anatsui Salvador Dali Frida Kahlo	Peter Thorpe Claude Monet David Hockney Hokusai	Henry Moore Henri Rousseau

YEAR	AUTUMN	SPRING	SUMMER
Year 1	<b>Collage:</b> Leaf man. <b>Drawing:</b> <i>Van Gough</i> Sunflowers-oil pastels <b>Print:</b> Peter Thorpe space prints.	<b>Drawing:</b> Self-portraits <b>Painting:</b> <i>LS Lowry</i> . Mixing colours	<b>Drawing:</b> Observational drawings of sea shells.
Year 2	<b>Drawing:</b> Self-portraits. <b>Sculpture:</b> Clay tiles. <b>Painting:</b> Hot and cold colours. <i>Georgia O'Keeffe</i> .	<b>Collage:</b> <i>Paul Klee</i> 'Castle and sun'	<b>Print:</b> <i>Andy Warhol</i> Pop art toys.
Year 3	<b>Print:</b> Cave paintings.	<b>Painting:</b> Landscapes <i>Gustav Klimt</i> .	<b>Drawing:</b> Local animals. <i>Jackie Morris</i> .
Year 4	<b>Collage:</b> Roman mosaics. <i>El Anatsui</i> .	<b>Painting:</b> Surrealism. <i>Salvador Dali</i> .	<b>Drawing:</b> Self-portraits <i>Frida Kahlo</i> . <i>Cartouche</i> drawing. <b>Sculpture:</b> Canopic jars.
Year 5	<b>Print:</b> Space printing.	<b>Drawing:</b> Viking sketches.	<b>Painting:</b> <i>David Hockney</i> . 'A Bigger Splash' <i>Claude Monet</i> . 'Water Lilies' <i>Hokusai</i> 'The Great Wave'
Year 6	<b>Drawing:</b> <i>Henry Moore</i> sketches. Propaganda posters.	<b>Painting:</b> <i>Henri Rousseau</i> . 'Tiger in a storm'	<b>Sculpture:</b> Clay animals.

## IMPACT

At Wildmoor Heath, we measure the impact of our Art curriculum through pupils' willingness and readiness to discuss different artistic styles, periods and great artists over time. We know we have succeeded when a child can describe the way an artist worked and was inspired, plus state their personal preference for one artistic style over another. We assess progress in Art termly. By the end of their primary education at Wildmoor Heath, all learners should have achieved the National Curriculum objectives in Art and Design. Through studying and producing their own work, learners will have become proficient in drawing, painting, sculpture, art and design techniques – challenging themselves at their individual level. They will know about great artists and have a developing knowledge, and a thirst for, arts and culture. Learners will be able to evaluate their work and the work of others using the vocabulary of art and design. Combining their speaking and listening skills, they will be able to state their opinions clearly, using learned knowledge to justify them. They will be able to transfer these valuable skills across the curriculum and in the context of the wider world as they progress on to secondary school.

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