

# North Newton Primary School – Curriculum Statement



## 'Together we achieve'

At North Newton Community Primary School (NNCPS), 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 our Whole school values '**Together we achieve**', which enables us to be compassionate and responsible members of our community and make positive contributions to society. We thread through our curriculum the 6 main themes - SAFE, PREPARED, TOGETHER, ACHIEVE, ASPIRE, BELIEVE.

## Curriculum Statement for the teaching and learning of ART 2022 - 2023

### INTENT

Our policies, resources and schemes support our vision '**Together we achieve**'.

The art and design projects are well sequenced (using Curriculum Maestro scheme of learning) to provide a coherent subject scheme that develops children's skills and knowledge or visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction. Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study. Curriculum PRO allows you to sequence the curriculum aspects and concepts, vocabulary and its cross curricular connections.

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. In the future we aim to investigate becoming an Artsmark school.

UNDERPINNED BY	<b>The teaching of knowledge, skills and understanding</b>	<b>The application of skills, knowledge and understanding</b>	<b>Vocabulary</b>
	Looking at, learning about and discussing the work of Artists and makers. Development of skills in Arts strands to improve mastery: Drawing, Painting, Printing, Collage, Textiles and Sculpture (including clay work)	The use of sketchbooks/folders 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.	See progressive vocabulary below.
	<b><u>Implementation</u></b>		

IMPLEMENTATION

**Curriculum Approach**

We use a Mastery Curriculum approach, where children deepen their understanding by being immersed in each curricular subject.

**Our Curriculum Approach using Curriculum Maestro scheme of learning**

- produce creative work, exploring their ideas and recording their experiences
- 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

**External Stimuli**

We use our outdoor grounds for children to experience art. Cross curricular trips are used within classes to support their topic learning area.

**Extra-Curricular Enhancements**

Christmas Fayre  
 Summar Fayre/ Maypole dancing enrichment.  
 Community Exhibitions

**Resources**

(Art Cupboard)  
Clay tools and boards  
Printing rollers  
Paint/Inking trays  
Needles  
Embroidery hoops  
Wax pot and tjanting tool  
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**

I wonder if...  
What can you tell me?  
How do you know?  
Tell me, show me describe to me?  
Your turn, My turn...  
I know this because...  
Tell me another and another...  
Is it similar or different from other art works you have seen?  
• What have you found out from looking at this artwork?  
• 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 artwork?  
• What is happening in this picture?  
• What do you see that makes you say that?  
• What else can you find?  
• Does anything in this artwork 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 (NNCPS Facebook or school website)  
Assembly Showcase  
Community exhibitions e.g., Church

	<p><b>Teaching Approaches</b>  Discovery,  Investigatory  Modelling  Modelling to other children  Exploratory  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.  Group and independent work.</p>	<p><b>Home Learning Opportunities</b>  Artists and Makers research projects  Gallery website links  Collecting resources for projects</p>	<p><b>Audience and Purpose</b>  Sketchbooks  Displays around school and in the community  Christmas and Summer fayres  Compass group of schools</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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>		

	<b>PUPIL VOICE</b>  Paired and group talk Pupil Conferencing Teacher/Learner Arts dialogue	<b>EVIDENCE IN KNOWLEDGE</b>  Children's books will show clear progression of skills, concepts and knowledge term by term. Pupil Conferencing: What can you tell us about key Artists and Makers? Pupil choice in the direction of their artwork.
	<b>EVIDENCE IN SKILLS</b>  Sketchbooks Final pieces displayed	<b>EVIDENCE IN UNDERSTANDING</b>  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>