

ONE VOICE ART AT TORKINGTON PRIMARY SCHOOL



nurturing potential, inspiring excellence

INTENT

ART



nurturing potential, inspiring excellence

INTENT- ART

The intent of the art curriculum at Torkington is to provide plenty of opportunities for the children to learn, apply and strengthen the key elements of:

- Drawing
- Painting
- Textiles
- 3D
- Printing
- Collage

It is also the intent of the art curriculum to provide the children with knowledge of the different artists which they can draw inspiration and technique from. Alongside this, we aim to develop the children's use and understanding of technical vocabulary associated with this subject.



INTENT- ART

- ▶ The AccessArt Primary Art Curriculum is designed around the idea that art is far more than a series of technical skills. Our holistic curriculum nurtures creative thinking skills and helps ensure your pupils learn through art, as well as about art.

Broad, Rich, Contemporary & Diverse

- ▶ It's our aim that by the time every child leaves primary school they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, or making, or designing, or talking about art.

Redefines how we might best teach art in schools

- ▶ We've thought carefully about the purpose of art. Not just in relation to the purpose of teaching art in school but the relevance of art in all our lives. AccessArt promotes open-ended creative learning where the emphasis is on the journey.

Flexibility, Adaptability & Growth

- ▶ It was vital to us from the start that we create a curriculum which schools can tailor and adapt to suit their needs.

- ▶ <https://www.accessart.org.uk/primary-art-curriculum/>



Artist Focus

- ▶ Year 1- Molly Haslund, Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett, Paul Klee, Emma Burleigh
- ▶ Year 2- Rosie James, Alice Fox, Xgaoc'o X'are, Leonardo Di Vinci, Hundertwasser, Zaha Hadid, Heatherwick Studios, Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne
- ▶ Year 3- Heather Hansen, Laura McKendry, Edgar Degas, Henri Matisse, Claire Willberg, Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake, Alice Kettle, Hannah Rae
- ▶ Year 4- Laura Carlin, Shaun Tan, Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont, Anthony Gormley, Yinka Shonibare, Thomas J Price, Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato,
- ▶ Year 5- Louise Fili, Grayson Perry, Paula Scher, Chris Kenny, Kevork Mourad, Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson, Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones
- ▶ Year 6- Lubaina Himid, Claire Harrup, Luba Lukova, Faith Ringgold, Shepard Fairey, Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West, Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett



IMPLEMENTATION

ART



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Lesson Structure

▶ Warm-up- Hand warm up or creativity 'hook'. All children begin with a free hand drawing activity.

Progressive curriculum- Strands- these are built upon as the spiral curriculum. These strands allow the children to develop knowledge and skills that is clearly linked to year group outcomes and focus. The pathways are as follows:

- ▶ - Drawing & Sketchbooks
- ▶ - Print, Colour, Collage
- ▶ - Working in 3 Dimensions
- ▶ - Paint, Surface, Texture
- ▶ - Collaboration & Community

Appraisal and Exploration- Each session begins with an exploration. this can be in the form of a video, images or physical exploration. AccessArt believe that children need to experience the expected outcomes before they can begin to create their own versions.

Independent – This allows children to rehearse skills and apply them independently. This is the time to stretch, challenge or support creativity and self-expression. This is completed in their sketchbooks

Creation time- Teacher's have fed back that this section is fantastic. This is when the children are given time to develop a piece of artwork over a number of weeks depending on their focus. This allows children to time to reflect, evaluate and learn from others. This has allowed children to embed and extend their learning.

SEND

- ▶ Art is often taught as a whole class lesson. The children are taught skills through a spiral curriculum, which they are able to revisit and refine as they move through their journey at Torkington. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge.
- ▶ Lessons are differentiated by outcome, teachers provide an example outcome and scaffold learners to achieve this. We often find our SEND children shine in creative sessions such as art or music lessons, as it is an opportunity for them to showcase their flare and skills. This is something we embrace and celebrate at Torkington.

EXTRA CURRICULAR OPPORTUNITIES

- ▶ Each week children from reception to Year 6 are offered extra curricular clubs, that are run by our teachers and teaching assistants.
- ▶ The children have a choice of clubs that include opportunities to rehearse, explore and develop their Art skills and knowledge.



IMPACT

ART AND DESIGN TECHNOLOGY



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Assessment

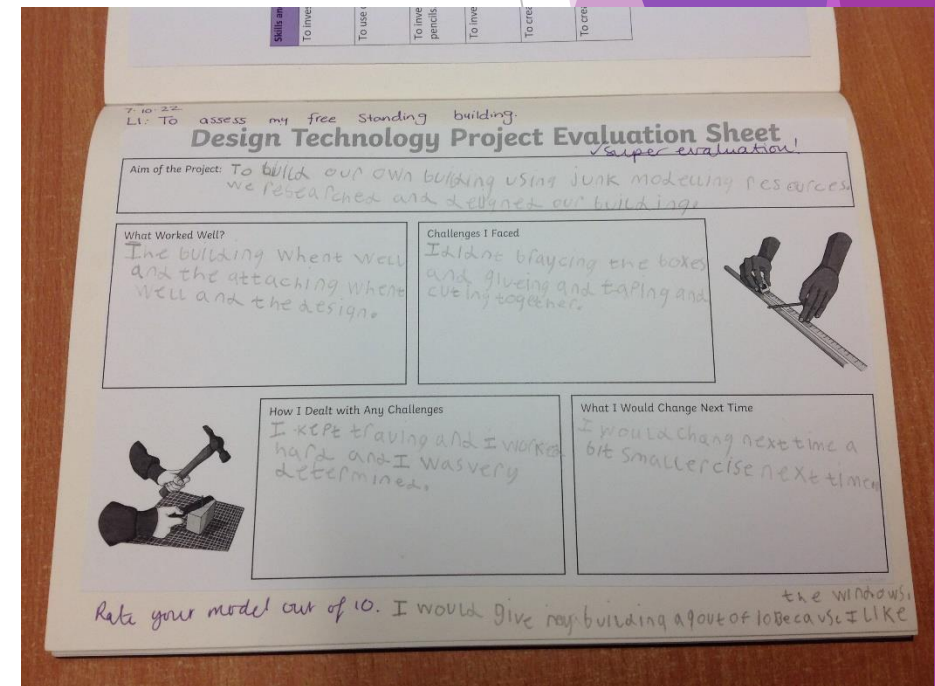
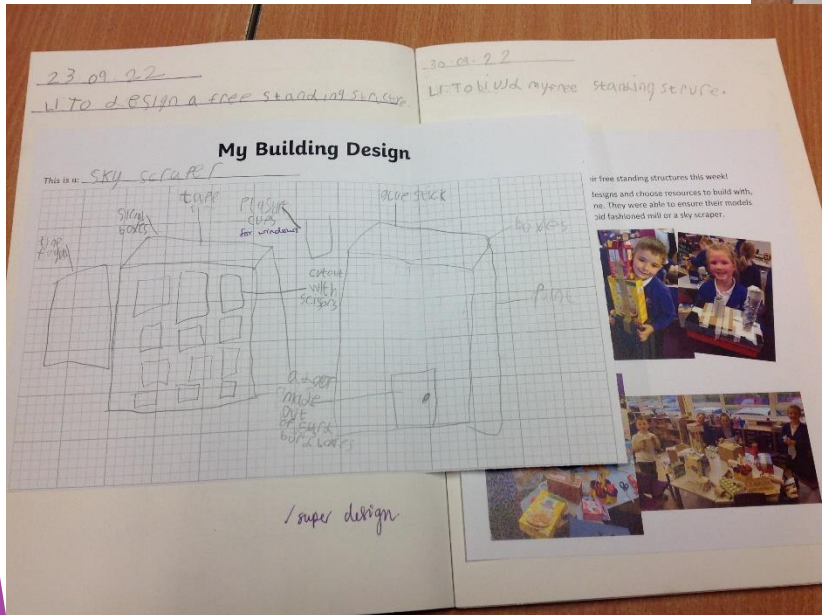
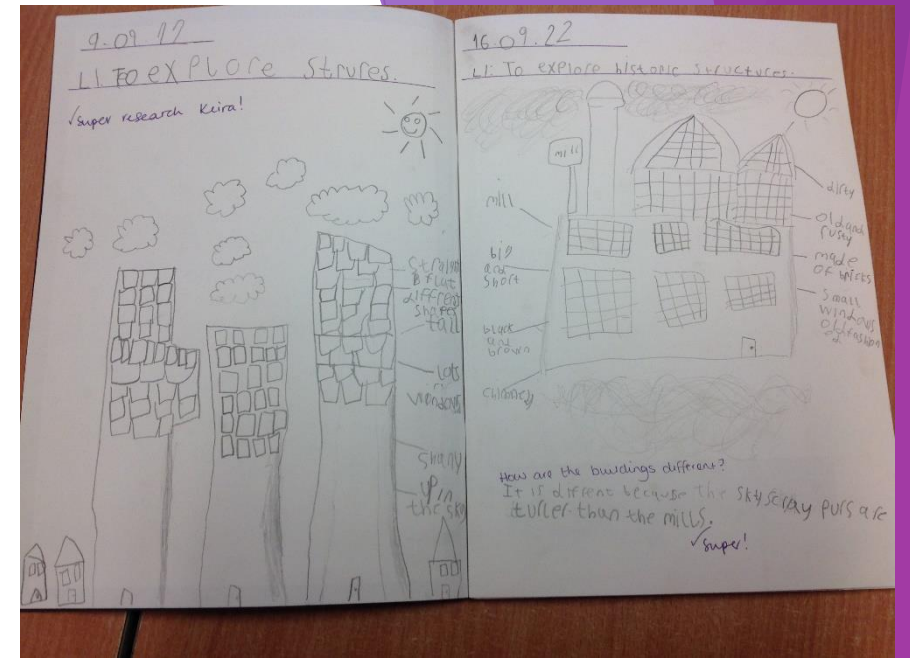
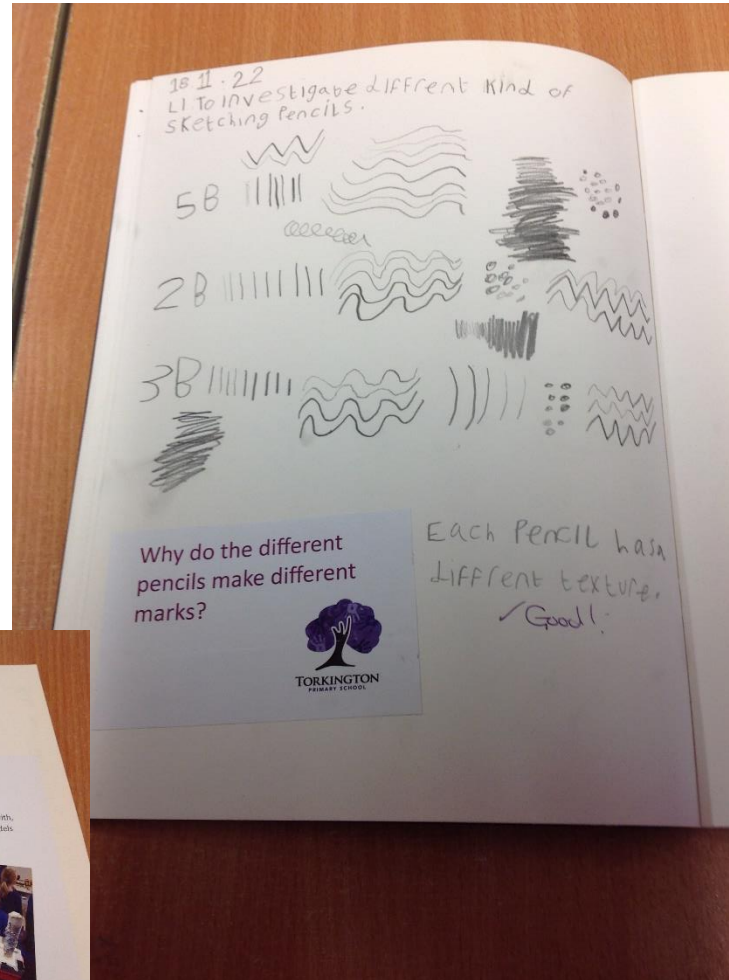
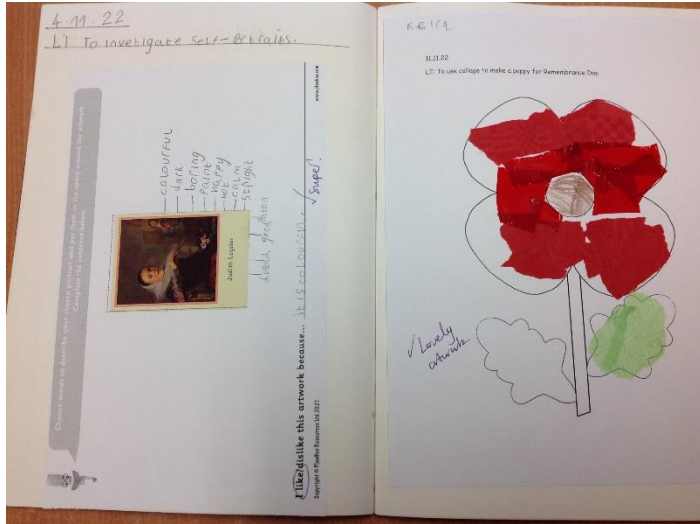
- ▶ During each unit of work, there is an assessment focus based on a specific strand of the art curriculum. Teachers are aware of this focus as it is highlighted on planning documents. The class teacher then focuses on this skill and knowledge during the unit of work and uses formative assessment to track their progress throughout.
- ▶ At the end of each unit of work, each child will have produced a final piece of artwork, alongside sketchbook exploration of techniques and materials. This piece of music is highlighted on the planning clearly so they are aware of this from week one. This piece of art is built up throughout the unit of work and is then used as a summative assessment.

IMPACT - PUPIL VOICE/BOOK LOOK

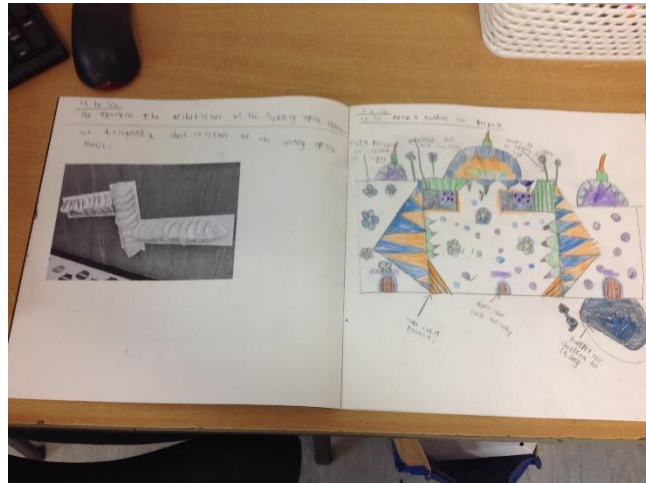
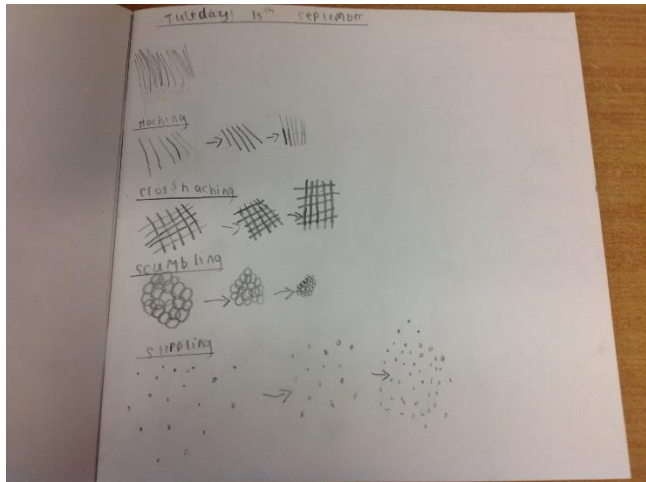
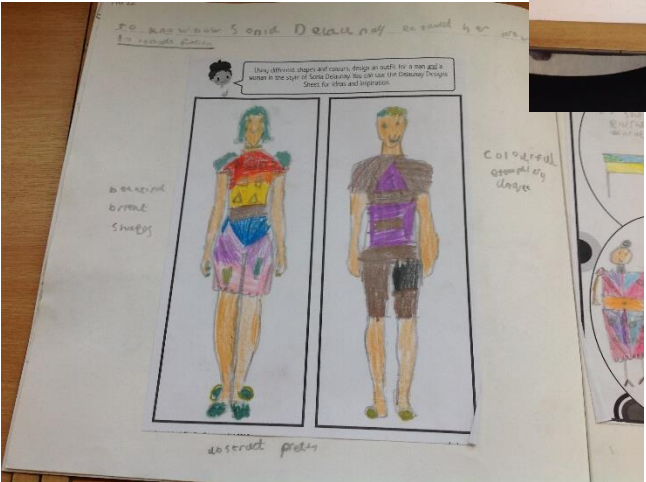
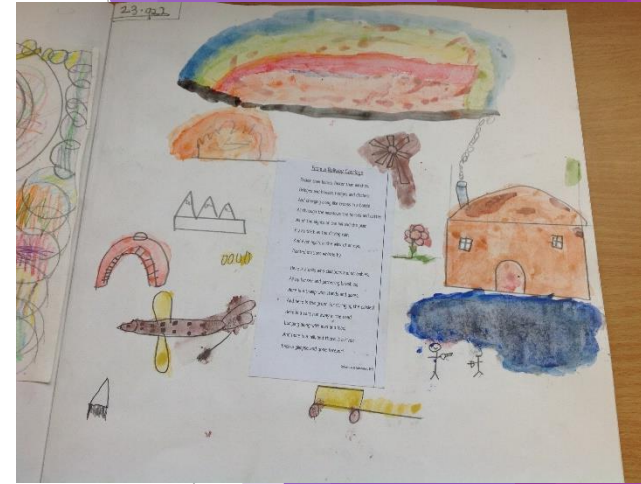
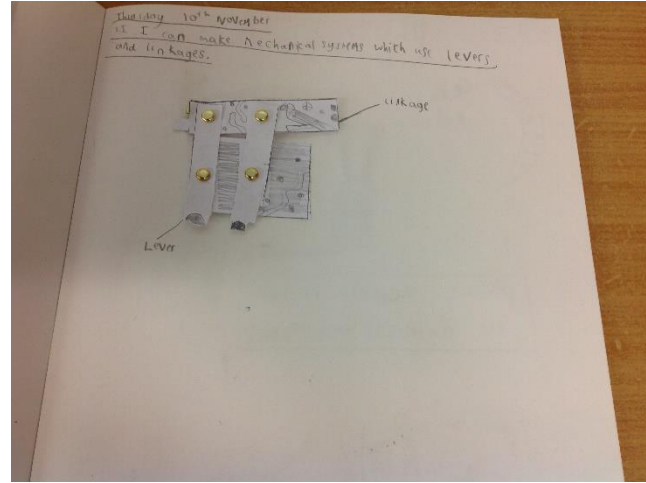
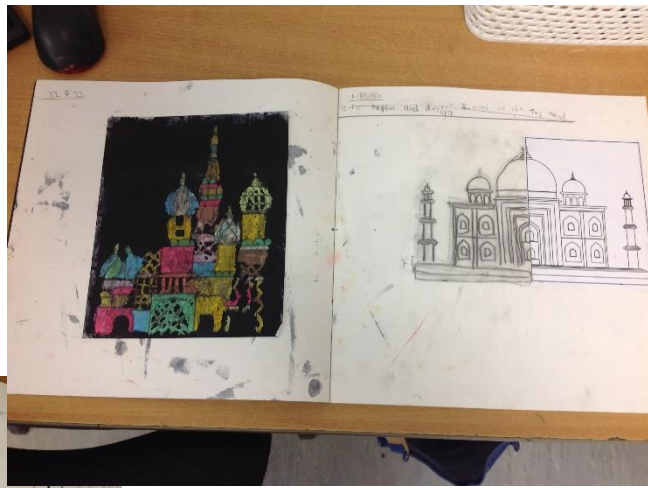
- ▶ At the end of each half term, the content and quality of our Art Lessons are monitored.
- ▶ Children complete a pupil assessment reviewing their skills and knowledge at the end of each sessions. This is also completed by the class teacher and discussion with peers.
- ▶ These self assessments allow the children to express their views on the Art and skills they have developed, as well as gauging enjoyment levels. This information is then collated and shared with the Art Co-ordinator, who assesses the information and uses it to influence future planning.



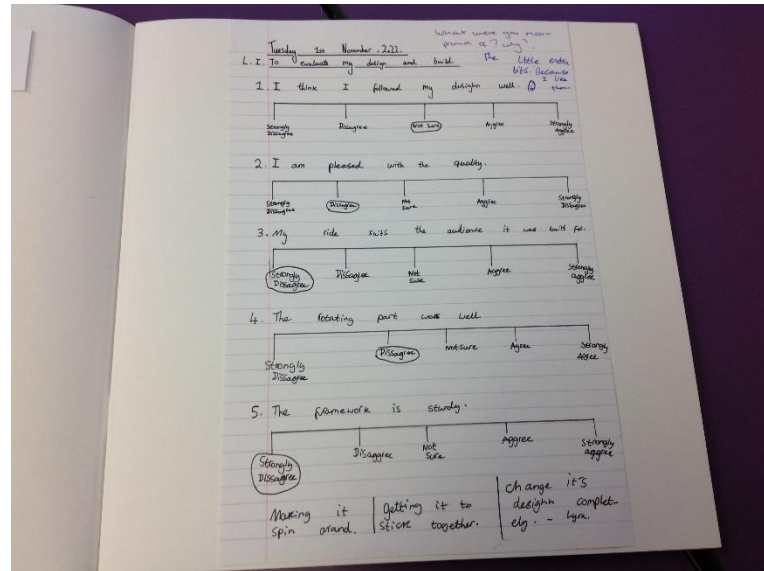
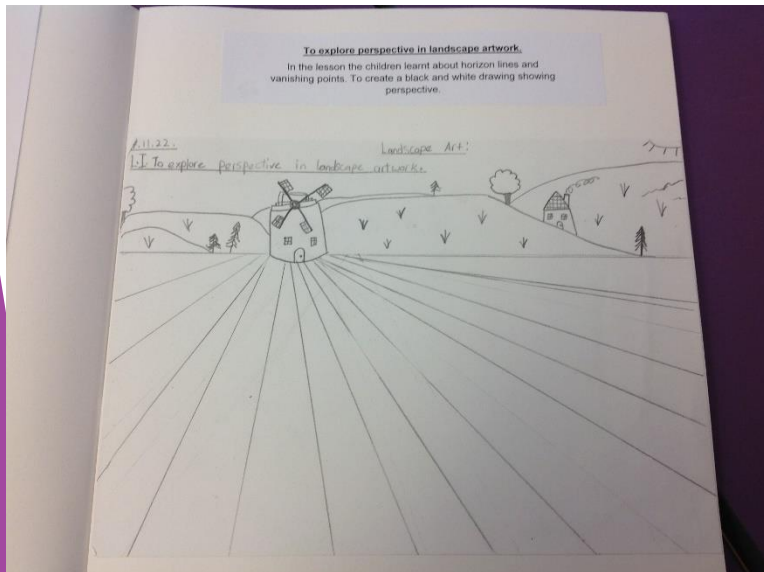
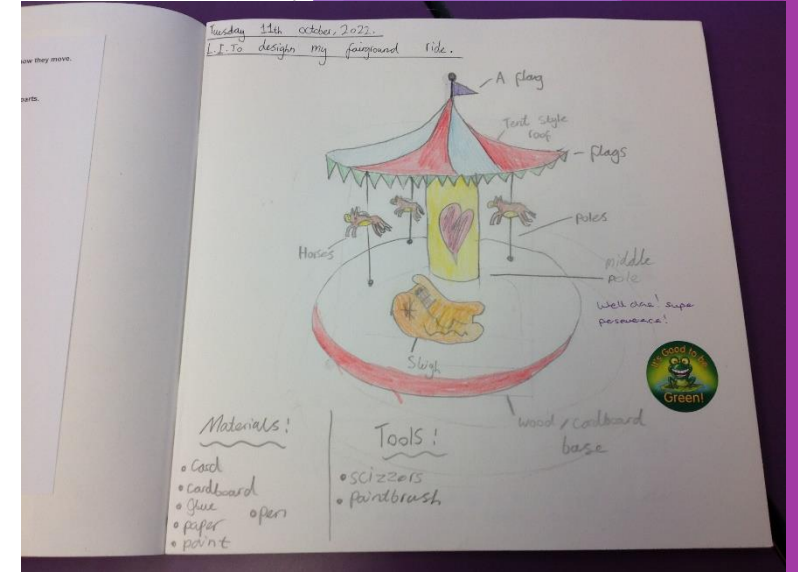
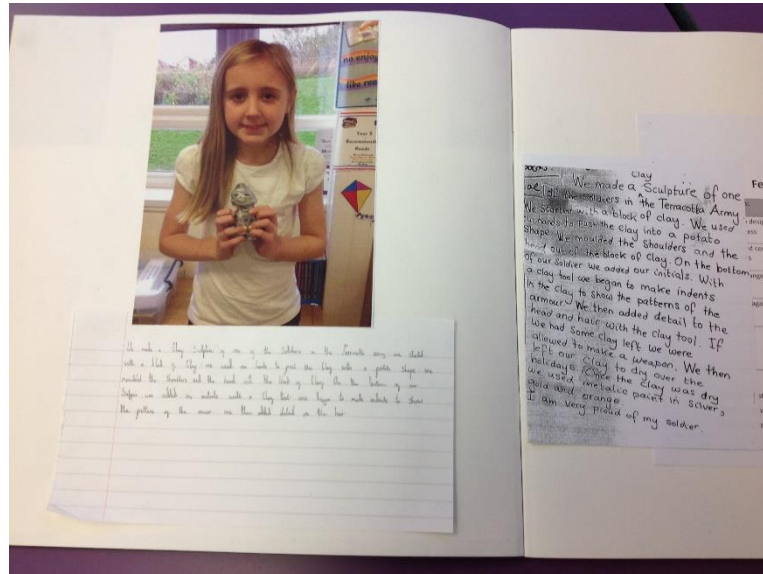
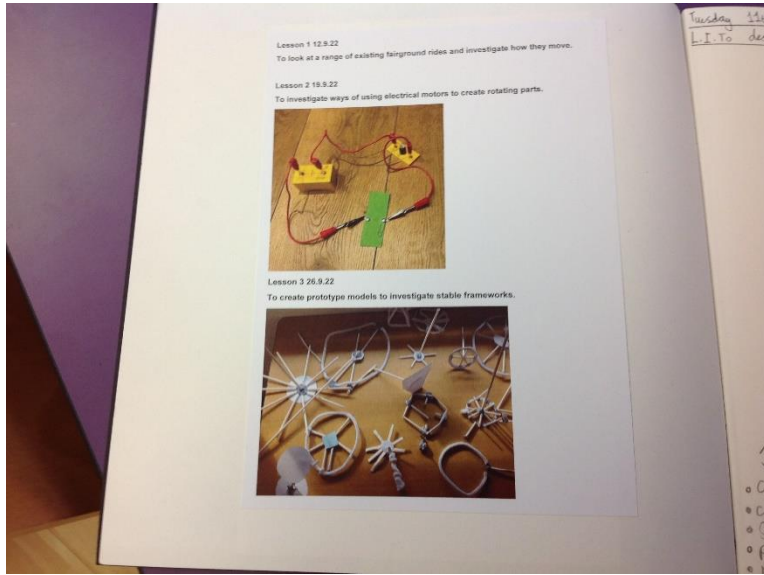
KS1



LKS2



UKS2



Links with Norbury Church

- ▶ A small group of children work to design and create a community piece of artwork for our local church. This is displayed in Norbury Church throughout the Christmas season. Making links with the community is very important and many families fed back to school about seeing the display.



NEXT STEPS:

- ▶ Sharing of good practise- for example books, and how some teachers have an art gallery at the end of each unit to allow the children to discuss and feedback on each other's work.
- ▶ • Cultural Capital- Developing the local links within our artists and sculptors focus within school. Organising visits to local architecture and art galleries to link with their in class learning experiences.
- ▶ • Moving forward to next year we are hoping to have a whole school art celebration where the children can display their work in a gallery to be seen and potentially purchased by their adults. This will provide a purpose and reflective space for the children's artwork, sharing their artwork with the community and celebrating their achievements.
- ▶ • We hope to attend some of the online or in person CPD opportunities offered by 'Access Art' to further upskill and increase the confidence for staff when teaching and assessing the art curriculum.
- ▶ Artsmark

