

'In a Nutshell'

Art

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Curriculum Intent

At New Marston Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Art embodies some of the highest forms of human creativity. A high-quality art lesson should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art contributes to the culture, creativity and wealth of our nation.

The national curriculum and therefore the New Marston curriculum for art aims to ensure that all pupils:

- Produce creative work and exploring their ideas
- Become proficient in drawing, painting, sculpture and other art techniques
- Evaluate and analyse creative works using the language of art
- Know about great artists from a range of backgrounds, and understand the historical and cultural development of their art forms

Implementation

The teaching and implementation of the art curriculum at New Marston Primary school is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.

The children are taught art as part of their termly topic work and links are made whenever possible. Areas covered include: mosaics linked to Romans and Islam, printing based on natural forms linked to science, shadow art linked to space and science. Children also look at famous artists and recreate their work in their own way. More details can be found in our Long Term planning in each year group and progression of knowledge and skills.

As part of our Electives afternoons (which happen once a month), children are able to choose to take part in a selection of art projects which use different media. We also take part in an annual Arts week.

We also have a fine art after school club, which is run for children across the school by an outside agency.

Learning Environment and resources

Each classroom should provide a safe space for children to be creative. Children will receive quality first teaching and relevant scaffolds to enable inclusion of all.

Classrooms will all have the fundamental equipment within their classrooms for the children to access the learning. An art supply cupboard full of resources can be found in the art coordinators classroom and can be borrowed to enrich the teaching in different areas. For example: clay boards and tools

Assessment & Feedback

Ongoing assessments take place during the year. Teachers monitor and record information for future lessons; this is also reviewed in future lessons to concrete learning.

[How we assess Art and DT at New Marston Primary School](#)

Links to EYFS

Pupils explore and use a variety of media and materials through a combination of children's intent and adult directed activities.

They have opportunities to learn to:

- explore textures by looking and feeling different media and materials
- develop their understanding of different media and create different effects
- use different media to express their own ideas
- explore colour and use for a set purpose
- develop skills using simple tools

Three and Four-Year-Olds

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for

		example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	
	Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
		Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
		Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	
Other information	<p>Progression of skill for Art Art Vocabulary progression</p> <p>AT the bus operate from our school and children can access art therapy sessions in our art studio with trained staff on a needs basis.</p>		