

ART

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

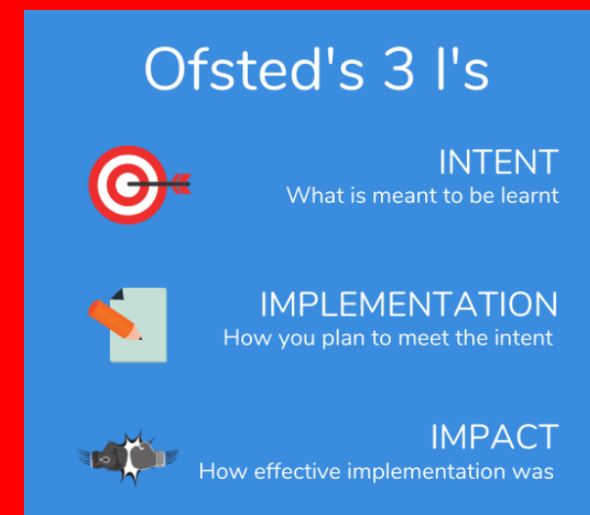
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

| Art INTENT | We INTEND our curriculum to be: | |
|---|---|---|
| <p>Our art curriculum intends to engage, inspire and challenge pupils by providing them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want our children to be aware of, and passionate about how art, craft and design are integral parts of their own identity and values.</p> | <p>Creative</p> | <p>Allows children chances to be an individual, explore techniques and produce outcomes with a flexible approach</p> |
| <p>We aim to provide our children with creative opportunities throughout their school life in order to create inspired children who are curious and ambitious lifelong learners.</p> | <p>Relevant to world-wide and local contexts</p> | <p>Children engage with artwork by local artists as well as those from around the world</p> |
| <p>Our art curriculum supports our celebratory culture by providing the children with many opportunities to share and appreciate their own work and the work of others as developing artists. This collaborative, supportive ethos aims to create learners who are confident in their individuality, proud of their personal achievements and respectful of others.</p> | <p>Inspirational</p> | <p>The children take inspiration for their own artwork by studying the work of a range of artists, craftspeople and sculptors</p> |
| <p>We aim to improve children's emotional wellbeing through their exposure to the arts and their enjoyment of taking part in artistic projects.</p> | <p>Create deep knowledge</p> | <p>Good progression of skills across the school, allows children chance to repeat, build on and refine skills</p> |
| <p>We aim to improve children's emotional wellbeing through their exposure to the arts and their enjoyment of taking part in artistic projects.</p> | <p>Inclusive</p> | <p>Art allows the children freedom for self-expression and individual success</p> |

Curriculum Implementation

| Art IMPLEMENTATION | Real-world Opportunities: | Big ideas: |
|---|---|---|
| <p>The National Curriculum is used to ensure correct coverage and progression of Art throughout Key Stage One and Two whilst the Early Years Framework is used for reception and nursery.</p> <p>Our curriculum has a clear progression of skills allowing children to develop and refine their artistic skills. Each Medium Term Plan focuses on developing one of the key artistic skills of drawing, painting or sculpting within the context of the work of a significant artist, designer or craft maker. Children are taught to develop their techniques in the particular skill and produce their own final piece of art inspired by the work of an artist. Children evaluate their own artwork, making links between their own art and the work of the artist or artists they have studied. Where appropriate, cross-curricular links are made with other areas of the curriculum such as history or science.</p> <p>Children in Key Stage One are introduced to the idea of a sketchbook to record their ideas and develop their artistic techniques. Children are given the opportunity to express their creative ideas but teachers may need to model and support in an age-appropriate way to meet the needs of the children. As they move into Key Stage Two, children are more confident to work in a more independent way to produce their sketchbooks. They add annotations, observations and personal responses.</p> <p>Collaborative Learning Weeks enrich our Art curriculum by allowing children the opportunity to showcase their work as part of a whole-school gallery style display. After-school clubs such as drawing and Arts Award also support our Art curriculum.</p> | <p>Opportunities for creative thinking</p> <p>Designing and creating things that can be used in everyday life</p> <p>Evaluation skills</p> <p>Learn to have an opinion and know how to justify it</p> <p>Learning to appreciate the work of others</p> <p>Respecting different cultures</p> | <p>Knowledge and Skills - pupils experiment, invent and create their own works of art, craft and design</p> <p>Critical Thinking - pupils develop a rigorous understanding of art and design, knowing how it contributes to our history, culture and wealth of our nation</p> <p>Influential Artists – pupils learn about great artists, craft makers and designer, whilst understanding the historical and cultural development of their art forms</p> |

Curriculum Impact

| Art IMPACT | The IMPACT of our curriculum will create pupils who are: | |
|---|--|--|
| <p>Our art curriculum (with its clear progression of skills) results in a creative, engaging, challenging and cultural art education, that provides children with the foundations for creative expression, appreciation of their own and other cultures, and of the arts in general.</p> <p>Through the learning that is shown in the children’s sketchbooks we can identify the progression of artistic skills that have developed into deeper knowledge. Children will articulate their understanding through pupil voice (this could be post it note evidence in sketchbooks) and their annotations/written responses. This learning is monitored through subject leadership strategies of: book looks, pupil voice interviews and lesson observations.</p> <p>Children at Rickleton overwhelmingly enjoy art and are incredibly proud of the projects they take part in. Our children learn that the arts are something that everyone has the right to enjoy and take part in, and that every child is an artist. This will be seen in the pride children show in all aspects of their creative work.</p> | Curious | Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of a range of topics |
| | Passionate/ thirst for knowledge | Children explore the work of artists which inspires a thirst for knowledge |
| | Resilient | Opportunities to make mistakes, adapt work, make changes as they go |
| | Proud to achieve | Children have opportunities to celebrate their own and other’s achievements |
| | Ambitious | Opportunities, such as Collaborative learning weeks and Arts Award Club, allow the children to use their skills in adventurous activities and projects |

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be an Artist, I...

Find inspiration in the world around us, and the work of other artists, when developing my own creative ideas.

Appreciate the artwork I create and the artwork of others, offering thoughtfully chosen opinions.

Develop and refine skills using a wide range of artistic media and techniques, selecting different ones to create different effects.

Use sketchbooks to develop my creative ideas.

To be an Artist I...

Come up with ideas from the things I see.

Create artwork in lots of different ways.



Know the things I like to look at and can explain what I like and dislike about them.

Begin to use a sketchbook to try out different ideas.

To be an Artist, I...

Find inspiration in the world around us, and the work of other artists, when developing my own creative ideas.

Appreciate the artwork I create and the artwork of others, offering thoughtfully chosen opinions.

Develop and refine skills using a wide range of artistic media and techniques, selecting different ones to create different effects.

Use sketchbooks to develop my creative ideas.

To be an Artist I...

Find inspiration in the world around us, and the work of other artists, when developing my own creative ideas

Develop and refine skills using a wide range of artistic media and techniques, selecting different ones to create different effects.



Appreciate the artwork I create and the artwork of others, offering thoughtfully chosen opinions

Use sketchbooks to develop my creative ideas.

Illustrator

Art Curator

Graphic designer

Animator

Fashion Designer

To be an Artist, I...

| Find inspiration in the world around us, and the work of other artists, when developing my own creative ideas. | Appreciate the artwork I create and the artwork of others, offering thoughtfully chosen opinions | Develop and refine skills using a wide range of artistic media and techniques, selecting different ones to create different effects. | Use sketchbooks to develop my creative ideas. | |
|---|---|--|--|------------------|
| <p>Can describe my favourite things and what I like or dislike about them?</p> <p>Can name some famous artists and some of the art work they are famous for?</p> <p>Can name the inspiration for a piece of artwork I've created?</p> | <p>Can describe how a piece of art makes me feel?</p> <p>Can describe the things I like about a piece of art work, including my own?</p> <p>Can describe something I'd like to change about a piece of art work, including my own?</p> <p>Use artistic language and vocabulary when describing pieces of art?</p> | <p>Can make marks and draw lines with control and accuracy?</p> <p>Can explain how to combine different media?</p> <p>Can name and use different forms of shading?</p> <p>Can name different pencil gradients and know what this means?</p> <p>Can use different way to hold artistic tools?</p> | <p>Can you select your favourite pieces of the artist's work?</p> <p>Can you experiment with different techniques?</p> <p>Can you make annotations about the artist's work?</p> <p>Can present your work in creative and interesting ways?</p> | |
| Illustrator | Art Curator | Graphic designer | Animator | Fashion Designer |

Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



Art in the EYFS

In the EYFS, foundational skills and knowledge in Art are cultivated through creative, play-based activities that introduce children to a range of visual materials, colours, shapes, and textures. Art in EYFS encourages children to experiment with different media—such as paint, crayons, clay, and collage—allowing them to express their ideas and emotions visually. This exploration nurtures creativity, fine motor skills, and a sense of aesthetics, while helping children develop the confidence to express themselves artistically.

As part of 'The Studio' area, children have access to a range of materials, however, there is also a 'child-friendly' catalogue of extra resources that the children can request to use. Communication and Language development in EYFS supports Art by enabling children to talk about their creations, describe their choices, and share stories or emotions behind their artwork. Fine motor skills developed through physical activities, such as drawing, cutting, and joining are foundational for handling art tools with precision, setting children up for more detailed work as they grow.

The Expressive Arts and Design area in EYFS focuses specifically on Art as a means of expression, encouraging children to explore colour mixing, shapes, patterns, and compositions, which builds their understanding of visual elements. These early art experiences directly support the National Curriculum in Key Stage One, where children begin studying art more formally, learning about famous artists, different art forms, and basic techniques in drawing, painting, and sculpture. By fostering creativity, observation, and fine motor skills in EYFS, children are better prepared to approach art with curiosity and skill, ready to explore new techniques, create more complex pieces, and understand art as a way of communicating ideas and emotions.

Curriculum Skill Progression

EYFS Art Skills

| Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software) | Colour (painting, ink, pencils, crayon, pastels) | Texture (textiles, clay, sand, stone) | Form (3D work, clay, dough, boxes, paper sculpture) | Printing (found materials, fruit/veg, wood blocks, string) | Suggested artists |
|---|---|---|---|--|--|
| <p>Begin to use a variety of drawing tools and techniques Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Explore colour and colour mixing</p> <p>Experimenting with and using secondary and primary colours</p> | <p>Explore and experiment with different textures</p> <p>Safely use and explore a variety of materials.</p> | <p>Handling, feeling, enjoying and manipulating materials</p> <p>Shape and model Experiment with different forms.</p> | <p>Rubbings</p> <p>Print with variety of objects and colours</p> | <p>Andy Goldsworthy</p> <p>Kandinsky</p> |

EYFS Art Knowledge

Autumn

| <u>Mark-making and drawing</u> | <u>Colour</u> | <u>Form</u> | <u>Printing</u> |
|---|--|--|---|
| <ul style="list-style-type: none"> I know how to use a variety of drawing tools and techniques – pastels, inks, stamps I am beginning to draw and give meaning to the marks I can draw simple shapes e.g. representing a face with a circle and including some details. I know about different emotions and can draw them on the faces I can use unconventional tools such as feathers, cotton buds, toothbrushes and kitchen utensils for mark making e.g. fork hedgehog. <p>I can incorporate movements into my mark-making, such as using large paper for sweeping arm movements or moving to the rhythm of music whilst mark-making.</p> | <ul style="list-style-type: none"> To sort items by colour and use to collage I know about colours and how to mix colours I know about secondary and primary colours I can identify and collect objects of different colours during seasonal walks <p>I can select colours for a purpose e.g. brown for the conker</p> | <ul style="list-style-type: none"> I know how to shape and mould my diva lamp using clay or playdough I know how to make a hedgehog sculpture, combining materials to effect. I know about different forms of Art e.g. 2d artwork or 3d structures. I know how to mould playdough to create different shapes <p>I can use sand and water to create forms, such as castles and mountains.</p> | <ul style="list-style-type: none"> I can print using vegetables I can print using blocks <p>I can create hand and finger prints to make a picture</p> |

| Spring | | | | |
|--|--|--|---|---|
| Mark-making and drawing | Texture | Colour | Printing | |
| <ul style="list-style-type: none"> I know how to use a variety of drawing tools and techniques – pencil, charcoal, crayons I can explore drawing on different surfaces e.g. cardboard, fabric, paper I can make marks on outdoor surfaces, e.g. chalks on the yard or sticks in sand and mud. <p>I can explore using paint in different ways, e.g. dabbing, stroking, swirling or splattering.</p> | <ul style="list-style-type: none"> I know how to safely use and explore a variety of materials to create a piece of natural art <p>I know I can use different textures</p> | <ul style="list-style-type: none"> To mix colours to create colour shadows To explore the spectrum of colours using prisms and light <p>To explore mixing colours using coloured ice</p> | <ul style="list-style-type: none"> I know I can print with variety of objects and colours I can use crayons over textured surfaces to create colourful patterns <p>I can print using shapes to make 2d pictures</p> | |
| Summer | | | | |
| Mark-making and drawing | Form | | | |
| <ul style="list-style-type: none"> I know I can return to and build on their previous learning, refining ideas and developing their ability to represent them – ICT I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>I know how to draw objects that I have observed, focusing on their basic shape, before adding more detail e.g. drawing sunflowers.</p> | <ul style="list-style-type: none"> I know how to manipulate materials, including clay and playdough in different ways to make my own creations, as well as, following a suggested image. <p>To explore different textures and use the language to describe the feel of them on the outdoor sensory path</p> | | | |
| Key Vocabulary | | | | |
| Mark Making and Drawing | Texture | Colour | Form | Printing |
| Mark-make, draw, lines, circles, shape, dot, doodle, scribble, pattern, sketch, thick, thin, soft, hard, light, dark, shade | Texture, smooth, rough, bumpy, soft, hard, fuzzy, scratchy, slippery, sticky, grainy, lumpy, silky, thick, thin, waxy | Colour, mix, primary, secondary, red, blue, yellow, green, orange, purple, pink, brown, black, white, grey, bright, dark, light, shade | Form, sculpt, shape, round, flat, 3d, big, small, long, short, wide, narrow, thick, thin, solid, hollow, model, build | Print, art, techniques, press, stamp, roll, dab, repeat, pattern, ink, paint, sponge, block, fingerprint, texture, shape, layer |

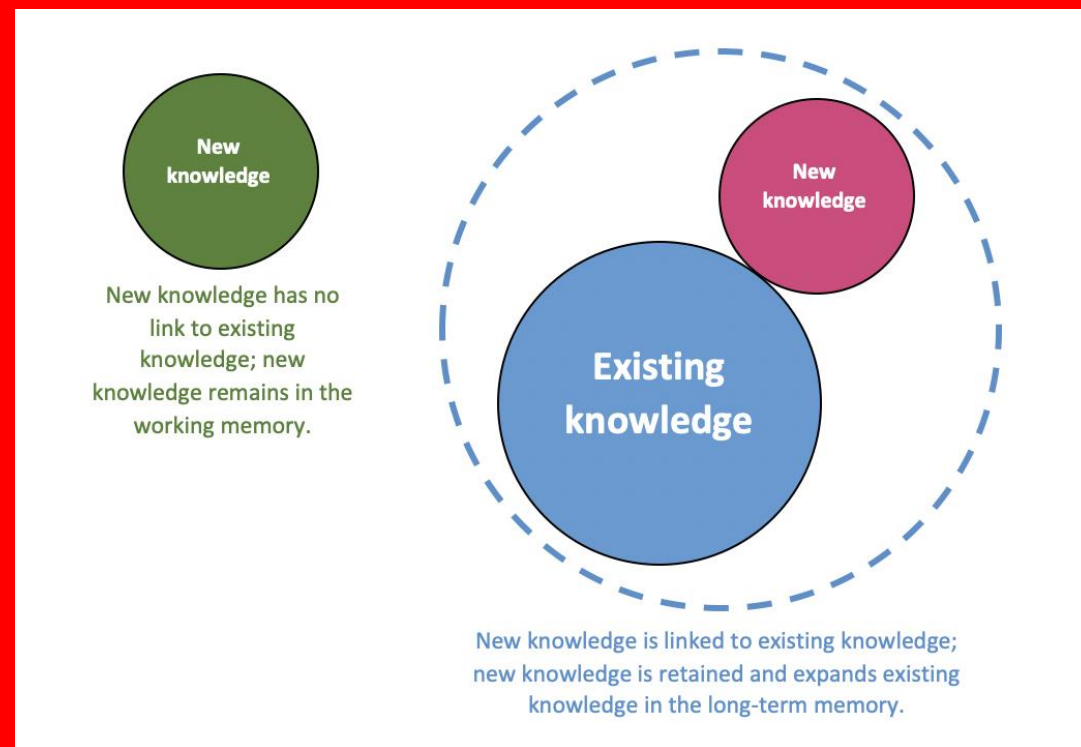
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

| THREAD | OVERVIEW | IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON |
|------------------|---|--|
| Painting | <p>Painting techniques using different brushes and types of paint (e.g. watercolour, water based and acrylic).</p> <p>Colour mixing using paints and creating different tints and shades.</p> <p>Exploring paintings by different artists.</p> | <p>By learning about colour mixing, children are able to create their own artwork using a range of secondary and tertiary colours. Through learning about different painting techniques, they are able to explore and discuss the work of different artists. They are also able to apply these different techniques to create their own artwork.</p> |
| Drawing | <p>Drawing techniques using different media and pencil gradients.</p> <p>Creating different types of lines.</p> <p>Drawing units including learning how to add colour using oil pastels.</p> <p>Exploring drawings by different artists.</p> | <p>By developing their drawing skills, children are able to communicate their artistic ideas in all areas of the art curriculum e.g. sketching designs for sculptures, drawing pictures which will then be painted.</p> |
| Sculpture | <p>Creating sculptures using different materials e.g. natural, recycled and clay.</p> <p>Modelling and joining materials to create different 3D forms.</p> <p>Developing clay modelling techniques.</p> <p>Exploring sculptures by different artists.</p> | <p>Children's perceptions of art are broadened by learning about a range of sculptures. They learn that art is more than painting and are challenged to create their own works of art using a range of different materials.</p> |

The objectives of each thread are:

| THREAD | Learning Objectives: |
|------------------|--|
| Painting | <ul style="list-style-type: none"> - Name different colours/tints/shades and mix these using paints. - Experiment with different painting tools and techniques. - Explore paintings by an artist by making links between the skills/techniques they have learnt and the artist's work. - Apply painting techniques/skills to create own artwork. |
| Drawing | <ul style="list-style-type: none"> - Use different media to create lines/shapes/patterns e.g. oil pastels, shading pencil, charcoal. - Experiment with different drawing techniques. - Explore artwork by an artist by making links between the skills/techniques they have learnt and the artist's work. - Apply drawing techniques/skills to create own artwork. |
| Sculpture | <ul style="list-style-type: none"> - Learn different techniques to model, shape and join materials. - Experiment with different tools and the effects they make. - Explore sculptures by an artist by making links between the skills/techniques they have learnt and the artist's work. - Apply sculpting techniques/skills to create own artwork. |

Coverage across KS1 and KS2:

| THREAD | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | | |
|-----------|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--|
| | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su | |
| Painting | | X | | X | | | X | | | X | | | | X | | | X | | |
| Drawing | | | X | | X | | | X | | | | x | | | X | X | | | |
| Sculpture | x | | | | | x | | | x | | X | | X | | | | | | |

| THREAD | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|---|--|---|---|---|
| Painting | Focus: mixing primary/secondary colours, warm/cool colours Artists: Mondrian, Rothko & Jan Griffier (Great Fire of London) | Focus: mixing tints and shades and experimenting with different brushes (seascapes) Artist: Turner & John Miller | Focus: printing cityscapes & architecture Artist: Vincent Van Gogh (Starry Night) | Focus: shape and line, stained-glass windows Artist: Henri Matisse | Focus: tertiary colours & watercolour techniques Artist: Chesley Bonestell | Focus: tint, shade and tone Artist: Henri Rousseau |
| Drawing | Focus: printing, shape and pattern Artists/Designers: Lucienne Day, Kandinsky, Delaunay | Focus: creating mood using colour Artist: Pablo Picasso (cubism) | Focus: observational drawing and oil pastels Artist: Georgia O'Keeffe | Focus: self-portraits, line and pattern Artist: Andy Warhol & Roy Lichtenstein (Pop Art) | Focus: observational drawing and shading techniques Artist: Paul Cezanne | Focus: landscapes, tone and mood Artist: Paul Nash |
| Sculpture | Focus: Model using natural materials Artist: Andy Goldsworthy | Focus: model making using recycled materials Artist: Michelle Reader | Focus: clay techniques (pots) Artist: Ancient Egyptian pottery | Focus: clay modelling techniques & clay slip (clay dragon eye) | Focus: clay modelling techniques Artist: Anthony Gormley (The Field) | |

