

## Art



### Intent - What are our curriculum aims?

At Stocks Green Primary School, our Art curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils.
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our Art curriculum. We intend that all **experience and explore a range of artists and artistic techniques**. This is part of our intent because exposure to diverse artists broadens children's understanding of art as a form of expression and lays the foundation for developing their own style. Pupils are given the opportunity to **explore and develop their use of medias, including digital art** as we understand giving children access to a range of materials enriches their experiences, understanding and creative choices. Including digital art prepares students for a modern, tech-integrated world, ensuring they see art as a dynamic field that evolves with technology. **Developing knowledge and skills that are transferable between different medias and styles** nurtures adaptability, critical thinking, and problem-solving making their learning more meaningful and cohesive. We believe **giving children time to artistically express themselves and critically discuss others' work** is not only a powerful tool for self-expression and developing skills but it also teaches children how to give and receive constructive feedback and to respect different perspectives.

Our art curriculum is designed to **inspire children's creativity using a variety of medias the world has to offer**. We aim that in every art lesson children know more and remember more of our curriculum. Our art curriculum extends beyond the expectations of the National Curriculum to include a rich variety of **different skills, medias and materials**: from mark-making to print and sculpture. The teaching of art in our school is designed to not only provide the knowledge required to have successful careers in art but also to enthuse and inspire such careers.

Our **curriculum pedagogy** is based on five themes which aim to develop children's knowledge over time as well as provide them with opportunities to apply that knowledge and express what they have learnt.



## Implementation – How do we achieve our aims?

### Mapping Themes

We have identified vital components to help ensure progress and success in art across our entire curriculum. These include, *Drawing and Sketchbooks; Print, Colour and Collage; Working in Three Dimensions; Paint, Surface, Texture; and Collaboration and Community*. These key components are explicitly taught and developed throughout our art curriculum so the children can make links and retrieve and build on knowledge throughout year groups.



For example, through the **Drawing and Sketchbooks** focus, children in Year 1, learn that there is a relationship between drawings on paper and making.

In Year 2, children begin to learn and understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.

In Year 3, they learn that *Chiaroscuro* means “light/dark” and we can use the concept to explore tone in drawings. Building on this knowledge, in Year 4 they begin to learn about pattern and that working with pattern uses lots of different concepts including repetition, sequencing and symmetry. In Year 5, children work to understand that designers create fonts and work with Typography. By Year 6, children learn that there are technical processes we can use to help us see, draw and scale up our work.

Paint, Surface,  
Texture

Working in  
Three  
Dimensions

Collaboration  
&  
Community

Drawing &  
Sketchbooks

Print, Colour,  
Collage

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## Progression and Sequencing

Our **Art curriculum** has been carefully designed to provide children with the knowledge, skills and creative confidence needed to express themselves artistically throughout their primary years and beyond. Each **theme** - Drawing and Sketchbooks; Print, Colour and Collage; Working in Three Dimensions; Paint, Surface, Texture; and Collaboration and Community - has been thoughtfully developed to build progressively over time, ensuring children can apply what they've learned in increasingly sophisticated and meaningful ways.

For example, the '**Drawing and Sketchbooks**' theme helps children develop essential observational and mark-making skills that support their work across all areas of the curriculum and serve as a foundation for future artistic exploration. Our Art curriculum is structured in a specific sequence so that children gradually deepen their understanding and refine their techniques as they revisit and extend previous learning.

Lessons within each theme are carefully sequenced to ensure children are introduced to new media, materials, and processes only once they have secured the foundational skills and knowledge required. In **Key Stage 1**, the focus is on exploring materials and developing key skills relevant to each theme. As children move into **Key Stage 2**, the emphasis shifts to applying these skills in more purposeful, expressive, and collaborative contexts, including work inspired by artists, cultural traditions, and real-world issues.



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## Lesson Design and Curriculum Delivery

Lessons are designed to **build on children's prior learning** by building on the content of the theme taught in previous year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning. Within a lesson, there is clear modelling of new skills so that children see what success looks like and can analyse the procedures necessary to be successful. Opportunities to develop these skills through carefully planned and sequenced activities allow children the time to hone skills and develop the muscle memory required to apply skills effortlessly across different sports. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long term memory.

Each lesson begins in the classroom with a clear sequenced discussion of the learning question, retrieval of previously learnt skills as well as the success criteria lenses discussed below. This allows the children to have a clear understanding of what they are learning, where this fits into the learning sequence and what they are trying to improve.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding and identify any emerging misconceptions. Each lesson includes an element of teacher, peer and self-review so that children can be coached to improve their sporting performance. Children will understand whether they have been successful by analysing their performance against the lenses of Head (thinking), Hands (doing) and Heart (behavioural change).

Each lesson has explicit discussion of the physical and mental health benefits associated with sporting and physical activities. Where possible, links are made to learning in science and PSHE around this area.

## Engagement Beyond the Curriculum

We believe that children's **successes should be celebrated and that an important role for the school is to encourage children to take sport beyond that offered in school**. To achieve this we share and celebrate extra-curricular sporting successes through celebration assemblies and the school newsletter. We invite local clubs to showcase their offering within assemblies. We also facilitate local links with various clubs and schools. This includes taking part in inter-school competitions as well as friendly and competitive matches organised within our cluster.

## Swimming

The school believes that **swimming is one of the most important life skills that children can learn**. Therefore, we prioritise it as part of our curriculum offer. This means that pupils engage with swimming lessons in multiple year groups. At the end of each swimming cycle children are assessed so that the school has an accurate record of who can swim 25 metres and perform a safe self-rescue. If any pupils cannot swim 25 metres or perform a safe self-rescue by the end of Year 5, top up sessions are offered with a smaller ratio of pupils to adults to give the children the greatest chance of success in achieving this target.





## Impact – How will we know we've achieved our aims?

### Outcomes

The impact of our curriculum can be seen through the pupil's ability to apply and transfer their knowledge and skills across different sporting disciplines as well as apply an increasing knowledge of tactics to different games and situations. Children will also have a clear understanding of how physical activity positively impacts on their physical and mental health.

Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbour and analysed by the PE subject leads to further develop and enhance