



Salford Priors Church of England Academy



Art Curriculum

| Our curriculum drivers – Christian Values and Learning Qualities | | | | | |
|------------------------------------------------------------------|---------------------------|---------------------------|--------------------------|--------------------------|-----------------|
| FAITH | HOPE | COURAGE | FORGIVENESS | PEACE | GENEROSITY |
| Resilience | Curiosity / Determination | Curiosity / Determination | Respect / Responsibility | Respect / Responsibility | Resourcefulness |

‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’

| Rooted | Growing | Thriving |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To provide a carefully planned, knowledge rich curriculum rooted in a clear progression of art and design knowledge and practical skills to succeed in their next stage of learning and as a secure foundation for their future. | To ensure children grow as artists by supporting them to experiment, invent and create their own works of art, craft and design. | To ensure children thrive as artists by enabling them to think critically and know how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. |

The Salford Priors art curriculum is a knowledge rich curriculum, supported by resources from the Primary Knowledge Curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children’s own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different concepts in art and different types of art. In this context concepts in art means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different types of art means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting).

The overall scheme of the curriculum provides for gradual progression in terms of skills (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different concepts and types of art. The structure of the planning also provides for progression in terms of process in art, both in terms of critical analysis of others’ art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The curriculum fulfils the requirements of the National Curriculum for England and, as such, has as its focus the art of the Western world. This course of study seeks to show how art shapes our history and contributes to our national culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

A study of Western art necessarily lacks cultural diversity, and therefore specific units and artists have been added to the curriculum to introduce more balance, particularly bearing in mind the cultural diversity of the many primary schools. Year 5 study art from the Islamic world, western Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world. Women artists have also been included, and in key stage 2 there is provision for discussing why women are underrepresented in traditional Western art history narratives. Study of modernism and art from the 20th century in year 5/6 provides an opportunity to study art by women and artists from ethnic groups traditionally underrepresented in British art.

Long-Term Planning Cycle

| | | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|-------------------------|---------|--------------------------------|---------------------------|-------------------------------|----------------------------|------------------------------------|-----------------------|
| KS1 Year 1 and 2 | Cycle A | Colour | Line | Architecture | Style in Art/Narrative Art | Paintings of Children | Sculpture |
| | Cycle B | Colour and Shape | Colour, Shape and Texture | Portraits and Self-Portraits | Landscape and Symmetry | History Painting | Murals and Tapestries |
| LKS2 Year 3 and 4 | Cycle A | Design | | Anglo Saxon Art | | Monuments of Ancient Rome | |
| | Cycle B | Line | | Art of Ancient Egypt | | Embroidery, Needlework and Weaving | |
| UKS1 Year 5 and 6 | Cycle A | Art in the Italian Renaissance | | Art from Western Africa | | Print Making | |
| | Cycle B | Style in Art | | Victoria Art and Architecture | | Photography | |

Additional information on our units:

Year 1/2

Units which occur at the beginning of the year on colour, line and shape in both cycles are important for establishing basic understanding about the concepts of colour and line and establishing basic skills in painting and drawing. This means that when Year 1 children encounter these concepts and perform tasks which involve painting and drawing in Cycle B (in Autumn A: Colour and Shape and Autumn B: Colour, Shape and Texture) teachers ensure that children develop a basic understanding of the concepts and skills which occur in the units from Cycle A: Colour and Line. Particular attention is paid to ensuring that children understand and are able to

mix and use primary and secondary colours, tints and shades. Teachers ensure developing understanding of brush and pencil use as listed in the subject rationales for each of these Cycle A units.

Year 3/4

Units which are timetabled to link with humanities topics where appropriate, (Cycle A: Line and Cycle B: Design) are important for establishing secure understanding about these basic concepts for later units later in each year.

Year 5/6

The units 'Style in Art' and 'Art in The Italian Renaissance' have been purposely chosen to being each year in the cycle because they concentrate on central concepts such as style, realism, abstraction and colour, and act as a foundation for the rest of the year.