

Willow Lane Art Curriculum

Our intent

Through the teaching of art at Willow Lane, we aim to develop skills, build knowledge and enable children to explore a range of different artists, designers and architects to acquire inspiration for their own artwork. We aim for children to be immersed in rich, experiential learning opportunities to excite and inspire young minds; exploration of drawing, painting, printing, collage and three-dimensional modelling will enable all children to leave Willow Lane with a broad range of skills and an understanding of extensive contexts, with the vocabulary to support a deeper understanding. All children should have high aspirations and an appreciation of all art forms as a means of expression.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the curriculum to meet the needs of the children at Willow Lane and created a broad and balanced sequence of learning. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach skills to ensure children are confident when working with a range of art forms. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their cultural capital and vocabulary.



Willow Lane
Community Primary School

Assessment in Art

How we assess

Each year begins with crucial drawing and painting skills that will build on from previous learning and be applicable to all units throughout the year. This will include colour mixing, beginning with primary and secondary colours to making specific tones, including tints and shades across the spectrum of colour.

Teachers use the 'I will know...', 'I will know how to...' and 'I will evaluate by...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of short drawing opportunities, paint mixing exercises, selection of resources for collage or other creative tasks that allow children to showcase their learning.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular tasks based on the 'Learning Checks' or through planned learning experiences designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of art..

The overview of the progression in art is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



Year group	Autumn – Drawing and Painting		Spring – Printing and Collage		Summer – 3D and ICT	
EYFS: Red	Busy Being Me	Imagination Station	Magic Time Machine	Our Wonderful World	Wet and Wild	When I Grow Up
1. Orange	Still Life Transport Stippling		Still life Fruit and Vegetables Kirsten Katz		Plants and Flowers Salt dough Andy Goldsworthy	
2. Yellow	Landscape Buildings LS Lowry Hatching		Self – Portraits Pablo Picasso		Lancaster Castle Clay Zaha Hadid	
3. Green	Landscapes Forest Claude Monet Cross hatching and Scribbles		Still life Cave Painting		Buildings Papier Mache Rachel Whiteread	
4. Blue	Portraits Henri Matisse Circulism and Blending		Abstract Landscape Rivers		Food Sculptures Modroc Claus Oldenburg	
5. Indigo	People Jean-Michael Basquiat Contouring and Threes		Landscape Space Peter Thorpe		Plants Plaster casting	
6. Violet	Landscape Vincent Van Gogh Zigzags and Dashes		Landscape Mountains, Volcanoes,		Photography Portraits Annie Leibowitz	