



School Vision

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets are challenging and achievable.



GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education 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. The study of Art and design develops pupils' ability to think critically and to understand how human creativity has contributed to and shaped the history and culture of our nation.

- National Curriculum 2013, Art and design programmes of study: KS1&2

Intent

At Garton on the Wolds CE Primary School we value and are dedicated to the teaching of Art and design and intend to provide an arts-rich curriculum for our pupils. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see Art and design as a means to support learning in a range of ways; the skills that are developed in this subject can be transferred across the curriculum and thus aid learning.

Implementation

As a school and in accordance with the National Curriculum's expectations we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



Art and design is taught in all year groups through at least one topic per term, with projects giving pupils opportunities to develop their artistic skills and imaginations. Where possible, we give children opportunities to participate in local Art and design competitions and festivals. All children develop their artistic skills using sketchbooks and a wide range of media.

Impact

Our children enjoy the self-expression that they experience in Art & design. They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science. Through Art and design, children are able to reach out into the community, with our pupils' artwork proudly displayed in local art competitions and in our church. Assessment of children's learning in Art and design is carried out using tracking grids, accompanied by an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge as required. Art and design is also monitored by the subject leader throughout the year in the form of Art and design sketchbook monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.



Art National Curriculum

In the EYFS:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In Key Stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Key Stage 2 pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.



Art National Curriculum

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



Art Long Term Plan

Cycle A/B – 2023/24/25

Year Group	Autumn	Spring	Summer
EYFS	Ongoing provision over the year: 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. Show different emotions in their drawings – happiness, sadness, fear etc. 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. Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.		



Reflect with children on how they have achieved their aims.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.

Discuss children's responses to what they see.



Cycle B 2024/25			
Term	Autumn	Spring	Summer
Topic Area	Mark making	Self-portrait	Colour creations
Year 1/2	Introduce children to the basic skills needed when mark making. To use a range of materials creatively to design and make products.	Explore famous artists and their self-portraits before challenging your KS1 class to explore different pencils and paints as well as the medium of collage to create their own artwork.	Children will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.
Key Artists	Paul Klee Keith Haring Wassily Kandinsky Piet Mondrian	Frida Kahlo Henri Matisse Rembrandt Vincent Van Gogh Simon Berger	Wassily Kandinsky Piet Mondrian Mark Rothko Keith Haring
Resources needed	Chalk, Different grades of pencil, Sketchbooks (Or plain paper), White wax crayons, watercolour paints, Plain paper, paint, paintbrushes, Station Labels, Medium Card Labels, Adjective Word Mat,	A4 photographs of each child, Magazines and newspapers (suitable content) glue, plain coloured paper, mirrors, clay, clay tools, sketching pencils, watercolour/poster paint, mirrors, paintbrushes	Paints/pastels, Old CDs to look at, White A4 card, Masking tape, Red, blue and yellow paint, Red, yellow and blue paper, White and black paints, Coloured paints, Picture Card Paints/pastels/crayons, Coloured paper



	Materials for rubbings, crayons, charcoal, felt tips		
--	--	--	--

Cycle B 2024/25			
Term	Autumn	Spring	Summer
Topic Area	Indian Art	Plant Art	World War 2 Art
Year 3/4	Children will immerse in the fascinating of art and culture of India as they explore a range of traditional Indian art mediums. They will have the chance to explore and recreate Indian paintings, create intricate Indian patterns, and use these to make beautiful mehndi designs, use block printing to make patterned fabric, and much more!	Children will be introduced to a variety of plant-themed artworks created by famous artists and encouraged to express their opinions of them. They will learn how to make careful observations, mix different tints, shades, and tones of colour, and create the illusion of depth within a picture. They will also have the opportunity to create their own 3D flower sculpture from clay. The final lesson culminates in children planning and creating their own artwork using all the skills that they have learnt.	Children will explore the work of the artists officially commissioned to record the war, with a focus on Paul Nash's paintings. They will discover how art was used as a propaganda tool in the form of posters and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, children will create their own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.



Key Artists		Ambrosius Bosschaert Claude Monet, Gustav Klimt Vincent Van Gogh Guiseppe Arcimboldo, Tom Piper	Propaganda posters – variety of illustrators
Resources needed	Madhubani Painting, Staplers, cotton wool, coloured pencils, felts, crayons and pastels. Mehndi Challenge Cards Mehndi Patterns Blank Body Part Templates Fine tipped pens, Cardboard, string, paint and glue, Indian Block Designs Corks, bottle lids, square blocks, spools, cardboard, fabric, glue, scissors and coloured foam	Paints (powder paints or ready-mixed paint), Sketching pencils Leaves (collected from outside, or bought mixed salad leaves), Magnifying glasses, Leaf Shape Templates Flower Shape Templates Cardboard, coloured A3 sugar paper, paints Additional printing materials e.g. string, fruit, Clay, clay tools, small plastic bowls (base diameter of 8cm or less), clingfilm	General art materials for poster making, sketching pencils, squares of paper
Cycle B 2024/25			
Term	Autumn	Spring	Summer
Topic	Street Art	Express Yourself	Landscape Art
Year 5/6	Children will find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous, or satirical pieces of street art through sketching and annotating. Discuss how street art polarises opinion, when and	Children will discover how artists like Kandinsky, Picasso and Munch use different techniques to convey emotions and ideas in their work.	Children will become artists to the world of landscape art. Packed with mountains of tips, tricks, and techniques for creating landscapes of their own.



	where it is acceptable, and how it can improve or damage public spaces.		
Key Artists	Banksy Keith Haring Shepard Fairey	Wassily Kandinsky Pablo Picasso Alberto Giacometti Edvard Munch	Vincent Van Gogh Ivan Aivazovsky Stanislaw Maslowski Gijsbrecht Leytens
Resources needed	Colour Wheel cards, pencils, pens, ready-mixed paints, brushes, paint pots, Felts, pencils, paints, chalks, wool, string, clay, felts, paints, polystyrene tiles, PVA glue, Card, paper, glue, craft knives, cutting mats, metal rulers, brushes, paper, card, masking tape, wood/ply/OSB board (optional), marker pens or felts, cutting mats, craft knives, alphabet stencils	Felt tips Digital photographs of the children, Colouring pencils or felt tips, Emotion Cards Plenary Cards Mirrors, Pipe cleaners (teaching input) Modelling wire, wire cutters/scissors Coloured Card Picture Cards, A4 photograph of each child Plain paper, Paint/ ink pads	Variety of types of paper, e.g. coloured paper, newspaper, magazines, tissue paper, etc., Watercolours, oil pastels, poster paints, colouring pencils, Watercolour paper Watercolour paints Brushes and painting palettes Rock salt, clingfilm, bubble wrap, kitchen roll, Variety of art materials, e.g. pastels, watercolours, poster paints, paper for collage, coloured pencils, pens, etc.



Cycle A 2023/24			
Term	Autumn	Spring	Summer
Topic Area	Yayoi Kusama	Henri Rousseau	Earth Art
Year 1/2	The children will be learning all about the work and life of the art Yayoi Kusama. The Japanese artist is famous for her fashion, sculptures and installations. Her unique style will be explored and all her work has one special thing in common, spots!	The children will focus on the life and works of Henri Rousseau. They will find out about his life as an artist and the different places and artists that influenced his work as well as the different techniques and skills they can use to mimic his work themselves. After exploring his work children will create their own Rousseau inspired painting.	This hands-on art topic will provide the children with opportunities to create unique artwork using natural materials. The children will explore how to use natural resources like rocks, twigs and acorns found in the school grounds to offer a world of imagination and artistic potential.
Key Artists	Yayoi Kusama	Henri Rosseau	Andy Goldsworthy Hamish Fulton Nancy Holt Robert Smithson Richard Long



Resources needed	Clay Clay tools to cut and roll on Coloured modelling clay/plasticine in at least two colours, Different art mediums to experiment with Different tools to use e.g. brushes, bingo dabbers, bubble wrap, cotton buds, etc. A copy of 'The Dot' by Peter H Reynolds, different art materials, e.g. felt pens, coloured pencils, pastels, dot stickers, etc., paints (poster paints), paintbrushes	Henri Rousseau information books, paper, paints, a selection of plants Pencils, colouring pencils or paints, Mask materials e.g. paper plates, paper etc.	Animal Stencils, paper and pencils, clay, watered down white paint, rocks/pebbles/stones, Craft materials and adhesive eyes, Two Stars and a Wish Cards, Collage Templates, Coloured felts and pencils, variety of natural materials.
-------------------------	--	---	---

Year 3/4 Cycle A 2023/24			
Term	Autumn	Spring	Summer
Topic Area	Prehistoric World	Ancient Egyptians	Romans
Year 3/4	Children will explore the history of dinosaurs by using modelling wire and other materials to create dinosaur sculptures. Children will be investigating the history and style of cave paintings and recreating cave paintings in a	Children will learn about the art of Egypt by creating a picture using papyrus in the style of Egyptian Art. Children will explore the medium of modelling clay to make a cartouche including hieroglyphics. Children will also create and decorate a necklace based on examples of Egyptian jewellery.	Children will explore the Roman era through making a Roman mosaic inspired by examples the Romans left behind. They will have opportunity to investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth.



	variety of ways. Children will also investigate and recreate Stone Age jewellery using clay and other materials. Children will also be able to explore and recreate some mysteries of prehistoric art, including stone balls and Stonehenge.		Children will also use clay to create a reproduction of an ancient Roman artefact.
Key Artists	Cave paintings/historical artefacts	Hieroglyphics / historical artefacts	Roman artwork / examples
Resources needed	Paints, paintbrushes, modelling clay and tools, paper,	Paints, paintbrushes, modelling clay and tools, paper, jewellery making resources e.g wire, jewels, beads,	Paints, paintbrushes, modelling clay and tools, playdough, mod roc, tiles/squares of paper/paint, mosaic pattern sheets

Year 5/6 Cycle A 2023/24

Term	Autumn	Spring	Summer
Topic Area	Sculpting Vases	Chinese Art	Frieda Kahlo



Year 5/6	These exciting 'Sculpting Vases' lessons, with plenty of hands-on activities will equip the children with a greater mastery over modelling clay. Children will explore a range of different everyday containers made from different materials and leading onto examining the vases of artists and craftspeople. Children will develop control over a range of tools and techniques have the chance to experiment with plasticine before designing, creating and evaluating their own artistic vases.	Year 5 and 6 will go on a journey to China where they will explore hundreds of years of Chinese art history together. With everything from dragons to Ming vases, a range of fun, creative and challenging Art projects will be created as they learn about Chinese Art and create some impressive artwork of their own.	Children will explore the passionate and vibrant artworks of famous female artist Frida Kahlo, and discover the person behind the famous self-portraits. Children will look in detail at some of Frida Kahlo's most famous artworks, exploring the thought-provoking images to inspire their own self-portraits and artwork.
Key Artists		Chinese calligraphy Tang Yifen	Frieda Kahlo
Resources needed	Vase designs Clay vases Plain paper or sketchbooks, resources for decorating vase, Vase designs, Clay, Clay boards Tools (rolling pins, knives, cocktail sticks, etc), Playdough or plasticine, clay tools (rolling pins, knives, cocktail sticks), Plain paper or sketchbooks, finished vases Small cards or sticky notes	Paper, card, a variety of brushes Watercolour paints or ink, Nine Dragons Picture Cards, pastels, pencils and fine-tip black pens, clay and clay tools Silver or bronze paint, paper, black watercolour paint or ink, salt dough	Sketching and painting resources, plain paper, mirrors/printed photographs of the children