

# Curriculum Overview

School: Bishop Rawle C E Primary School

Academic Year: 2022/2023

At Bishop Rawle C E Primary School, we are committed to providing a varied and rich curriculum that will:

- Engage and enthuse pupils;
- Recognise all pupils as unique individuals;
- Foster a love of learning and create enquiring minds which are keen to question;
- Prepare pupils for future stages of learning and life;
- Provide first hand learning skills;
- Allow children to build resilience and become independent learners.

We recognise all children as unique individuals *made in God's likeness* and welcome and celebrate differences. The curriculum is designed to recognise prior learning and to build on previous learning as well as teaching and developing the key skills of independent learners including resilience, determination and critical thinking skills. We provide enrichment opportunities to engage learners which include: outside visitors, educational visits and celebration days. Also, through celebrating learning and promoting life-long learning we aim to promote aspirations and ensure that the children recognise their place in their local community and Parish, the wider community and also as global citizens.

We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

## **Implementation:**

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Differentiation to ensure all pupils have access to the curriculum and appropriate challenge;
- Delivery of a sequence of lessons that build on skills and learning;
- Discrete teaching of subjects (this may be around a theme);
- Use of Assessment for Learning;
- Promotion of children's involvement in their own learning where the children are aware of what they are learning and why they are learning it;
- Quality questioning;

# Curriculum Overview

- Opportunities for research and the promotion of enquiry skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Use of a range of techniques to match all learning styles and allow all children to access lessons;
- Use of high quality materials and resources;
- Engaging learning experiences which enthuse the children.

## **Impact**

The impact of our curriculum will be continually reviewed and evaluated through:

- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information.

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum and taught them?
- Is our implementation of the curriculum effective and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e. year group or key stage)?

## Bishop Rawle Art Overview

### 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.

### Art at KS2.

Pupils should be taught:

- develop their techniques, including their control of and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create their own sketch books to record their observations and to 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 (e .g. pencil, charcoal, paint and clay
- about great artists, architects and designers in history.
- 

| Bishop Rawle C E Primary School | Autumn  | Spring  | Summer   |
|---------------------------------|---|---|--|
|                                 | Art   | Art   | Art  |
| Reception                       | Key Concepts: <b>Photography, Painting, Drawing 3D work</b><br>Self portraits, family tree art,<br>Artist: Kandinsky: circles | Key Concepts: <b>Drawing, Painting, 3D Work</b> and colour - animals plus<br>Easter art | Key Concepts: <b>Printing</b> and Texture (Colour) <b>Painting</b> and <b>Drawing</b> plants<br><b>3D Work:</b> natural<br>Artist Andy Goldsworthy |

# Curriculum Overview

|          |  |  |  |
|----------|--|--|--|
|          | <p>Key vocabulary:<br/>colour, line, shape,<br/>rubbing, folding, tipping, tying, dye.<br/>thick thin sketch texture, shade smudge<br/>blend<br/>printing technique brush size primary/second<br/>gouge scrape</p>               | <p>Key vocabulary:<br/>line, sketch, colour pattern, shadow,<br/>texture, pattern and form. thick thin sketch<br/>shade smudge blend<br/>printing technique brush size primary/second<br/>gouge scrape<br/>roll knead sculpt, sculpture, texture<br/>construct</p> | <p>Key vocabulary:<br/>Colour, texture,<br/>line and form, sculpture, rolling,<br/>pinching, inlaying, balance,<br/>symmetry, shape. thick thin sketch texture,<br/>shade smudge blend<br/>printing technique brush size primary/second<br/>gouge scrape<br/>roll knead sculpt, sculpture, texture<br/>construct</p> |
| Year 1/2 | <p><b>Seasons, weather, bonfire night, Fire of London. Collage, Painting, Drawing, Textiles</b>, colour, patterns in history/cultures<br/>Autumn nature art – A. Goldsworthy.<br/>Turner fire paintings of London (not 1666)</p> | <p><b>Holidays</b><br/>Key Concepts: <b>Collage, Painting, Drawing, Textiles</b><br/>Art Deco scenes, posters, postcards 1920s.<br/>Spanish embroidered and appliqued postcards (smaller pieces of material stuck or sewn to form an image)</p>                    | <p><b>Our Local Heroes</b><br/>Key Concepts: <b>Textiles, Painting, 3D work, Printing</b><br/>Paint onto a plate – J. Wedgwood, C. Cliffe, 15<sup>th</sup> Earl Shrewsbury, playdough and clay. coat of arms.</p>  |
|          | <p>Key vocabulary:<br/>grades of pencil scale refine alter<br/>colour scheme / blocking spectrum tint</p>  | <p>Key vocabulary:<br/>grades of pencil scale refine alter<br/>colour scheme / blocking spectrum tint</p>  | <p>Key vocabulary:<br/>colour scheme / blocking spectrum tint<br/>carving surface transparent opaque<br/>manipulate recycled</p>   |
| Year 2/3 | <p><b>The Stone Age</b><br/>Key Concepts: <b>3D Work -Painting/ Drawing</b><br/>landscapes, perspective, Stonehenge, shadows, silhouettes<br/>Artist: JMW Turner</p>   | <p><b>The Bronze Age and the Iron Age</b><br/>Key Concepts: <b>Collage, Painting, Printing, 3D Work</b><br/>Nebra Sky Disk.<br/>Coil pots</p>  | <p><b>Local History</b><br/>Key Concepts: <b>Painting/ Drawing, 3D Work</b><br/>local landscapes,<br/>Castle/Churches in Landscapes<br/>Alton Towers</p>   |

# Curriculum Overview

|  |   |  |   |
|--|---|--|---|
|  | Lascaux cave paintings<br>Fossils<br>Fur study  |  | Artist: Henri Martin, Georges Seurat<br>(pointillism)<br>Minton encaustic style clay tiles  |
|  | Key vocabulary:<br>grades of pencil scale refine alter<br>colour scheme / blocking spectrum tint<br>carving surface transparent opaque<br>manipulate recycled | Key vocabulary:<br>colour scheme / blocking spectrum tint<br>carving surface transparent opaque<br>manipulate recycled | Key vocabulary:<br>grades of pencil scale refine alter<br>colour scheme / blocking spectrum tint<br>carving surface transparent opaque<br>manipulate recycled |

|          |   |  |   |
|----------|---|--|---|
| Year 4/5 | <b>The Ancient Egyptians</b><br>Key Concepts: <b>Drawing, Painting, Photography, Collage</b><br>Skills and Colour in history/cultures<br>Pharaoh side profile paint over,<br>Aerial perspective landscape<br>Hieroglyphs on papyrus | <b>Roman Britain</b><br>Key Concepts: <b>3D Work, Collage,</b><br>Mosaic art,<br>miniature shields/coins foil/metal<br>embossed/relief artwork.<br>Artist Alberto Giacometti | <b>Crime and Punishment</b><br>Key Concepts: <b>3D Work, Mouldable Materials, Drawing, Painting</b><br>Figure drawing and proportions,<br>Modelling and painting<br>Artist: Van Gogh,<br>Alberto Giacometti |
|          | Key vocabulary:<br>grades of pencil scale refine alter Hue,<br>tint, tone and shade, relief<br>complementary colours, line, pattern,<br>colour, contrast, impressed method.<br>block printing                                       | Key vocabulary:<br>grades of pencil scale refine alter<br>carving surface transparent opaque<br>manipulate recycled  | Key vocabulary:<br>grades of pencil scale refine alter<br>carving surface transparent opaque<br>manipulate recycled   |
| Year 6   | <b>The Impact of War</b><br>Key Concepts: <b>Drawing, Painting</b><br>Portraits, proportions of the face,<br>scaling grid. emotional<br>responses/ facial expressions.  | <b>The Ancient Greeks</b><br>Key Concepts: <b>Drawing, 3D Work</b><br>Greek theatre Masks<br>Greek vases   | <b>The Maya Civilisation</b><br>Key Concepts:<br><b>3D Work, Collage, Printing, Painting</b><br>Mayan serpent mosaic  |

# Curriculum Overview

|  |   |   |   |
|--|---|---|---|
|  | <p>Faces of war, Street art<br/>         Artist : Salvador Dali<br/>         Banksy</p>   |   | <p>Mayan symbols<br/>         Wall art</p>  |
|  | <p>Key vocabulary:<br/>         Scaling grid, light and shade, proportion,<br/>         contrast, pencil grades –<br/>         softness/hardness, refine alter<br/>         Art tone hue relief/impressed method.<br/>         block printing, warm/cold colours,<br/>         atmosphere</p> | <p>Key vocabulary:<br/>         Scaling grid, light and shade, proportion,<br/>         contrast, pencil grades –<br/>         softness/hardness, refine alter<br/>         carving surface transparent opaque<br/>         manipulate recycled</p> | <p>Key vocabulary:<br/>         Scaling grid, light and shade, proportion,<br/>         contrast, pencil grades –<br/>         softness/hardness, refine alter<br/>         carving surface transparent opaque<br/>         manipulate recycled</p> |