

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.

Curriculum Overview

Bishop Rawle C E Primary School	Autumn	Spring	Summer
	Art	Art	Art
Reception	<p>Portraits Key Concepts: Photography, Painting, Drawing 3D work Self-portraits, family tree art, Artist: Kandinsky: circles</p> <p>Key vocabulary: Art colour, line, shape, rubbing, folding, tipping, tying, dye. thick thin sketch texture, shade smudge blend printing technique brush size primary/secondary gouge scrape</p>	<p>Landscapes/Seascapes Key Concepts: Key Concepts: Collage, Painting, Drawing, 3D work plus Easter art</p> <p>Key vocabulary: Art line, sketch, colour pattern, shadow, texture, pattern and form. thick thin sketch shade smudge blend printing technique brush size primary/secondary colours gouge scrape roll knead sculpt, sculpture, texture construct</p>	<p>Transport Key Concepts: Painting and Drawing, Printing Steam trains Artist JMW Turner</p> <p>Different transport focus each week Focus - WHEELS Artist: Kandinsky: circles</p> <p>Aircrafts, balloons, Livery Design</p> <p>Key vocabulary: Art Colour, texture, line and form, sculpture, rolling, pinching, inlaying, balance, symmetry, shape. thick thin sketch texture, shade smudge blend shade acrylic / poster / watercolour artefact printing motif wash</p>
Year 1	<p>My Family History Key Concepts: Collage, Photography, Painting, Drawing</p>	<p>The Greatest Explorers Key Concepts: Collage, Painting, Drawing, 3D work</p>	<p>Kings, Queens and Castles</p>

Curriculum Overview

	<p>3D work</p> <p>Self portraits, family tree art, Modelling, Artist - H. Moore</p>	<p>Seascape galleon art – C. Columbus.</p> <p>Space art, lunarscape – N. Armstrong. Snowscape, Antarctic – Scott.</p> <p>papier mache boat – sculpt and paint.</p> <p>porthole views.</p> <p>John Constable – landscape artist Edward Hopper.</p>	<p>Key Concepts: Painting and Drawing, Printing</p> <p>Coronation Invitation design</p> <p>Official portraits</p> <p>Castles and palace paintings (landscapes)</p>
	<p>Key vocabulary:</p> <p>Art colour, line, shape, primary/secondary colours, spectrum</p> <p>rubbing, folding, tipping, tying, dye.</p> <p>thick thin sketch texture, shade smudge blend</p> <p>shade acrylic / poster / watercolour artefact</p> <p>printing motif wash</p> <p>roll knead sculpt, sculpture, texture</p> <p>construct, join slip form malleable</p>	<p>Key vocabulary:</p> <p>Art line, sketch, colour pattern, shadow, texture, pattern and form.</p> <p>thick thin sketch texture, shade smudge blend</p> <p>shade acrylic / poster / watercolour artefact</p> <p>printing motif wash primary/secondary colours, spectrum</p> <p>roll knead sculpt, sculpture, texture</p> <p>construct, join slip form malleable</p>	<p>Key vocabulary:</p> <p>Art Colour, texture, line and form, sculpture, rolling, pinching, inlaying, balance, symmetry, shape.</p> <p>thick thin sketch texture, shade smudge blend</p> <p>shade acrylic / poster / watercolour artefact</p> <p>printing motif wash, primary/secondary colours, spectrum</p>
Year 2 & Year 3	<p>Local History</p> <p>Key Concepts: Painting/ Drawing, 3D Work</p> <p>local landscapes,</p> <p>Castle/Churches in Landscapes</p> <p>Alton Towers</p>	<p>The Stone Age</p> <p>Key Concepts: 3D Work -Painting/ Drawing</p> <p>landscapes, perspective, Stonehenge, shadows, silhouettes</p> <p>Artist: JMW Turner</p>	<p>The Bronze Age and the Iron Age</p> <p>Key Concepts: Collage, Painting, Printing, 3D Work</p> <p>Nebra Sky Disk.</p> <p>Coil pots</p>

Curriculum Overview

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

Year 3 & 4	The Ancient Egyptians Key Concepts: Drawing, Painting, Photography, Collage <i>Skills and Colour in history/cultures</i> <i>Pharaoh side profile paint over,</i> <i>Aerial perspective landscape</i> <i>Hieroglyphs on papyrus</i>	Roman Britain Key Concepts: 3D Work, Collage, Mosaic art, miniature shields/coins foil/metal embossed/relief artwork. Artist Alberto Giacometti,	Crime and Punishment Key Concepts: 3D Work, Mouldable Materials, Drawing, Painting Figure drawing and proportions, Modelling and painting Artist: Van Gogh, Alberto Giacometti
	Key vocabulary: Art grades of pencil scale refine alter Hue, tint, tone and shade, relief complementary colours, line, pattern, colour, contrast, impressed method. block printing	Key vocabulary: Art grades of pencil scale refine alter carving surface transparent opaque manipulate recycled	Key vocabulary: grades of pencil scale refine alter carving surface transparent opaque manipulate recycled
Year 5	World War 2	The Vikings	Journeys

Curriculum Overview

	<p>Key Concepts: Drawing, Painting</p> <p>Portraits, proportions of the face, scaling grid. emotional responses/facial expressions.</p> <p>Faces of war, Street art</p> <p>Artist : Salvador Dali</p> <p>Banksy</p>	<p>Key Concepts: Drawing, Portraits, proportions of the face, scaling grid. emotional responses/facial expressions.</p> <p>Pencil portrait of a Viking.</p> <p>Viking knot drawing, shading</p> <p>Artist: Leonardo Di Vinci</p>	<p>Key Concepts: 3D Work, Mouldable Materials, Drawing, Collage</p> <p>3D map making, typography,</p> <p>Collage, post holiday, maps, memorabilia etc</p>
	<p>Key vocabulary:</p> <p>Scaling grid, light and shade, proportion, contrast, pencil grades – softness/hardness, refine alter</p> <p>Art tone hue relief/impressed method. block printing, warm/cold colours, atmosphere</p>	<p>Key vocabulary:</p> <p>Art grades of pencil scale refine alter carving surface transparent opaque</p>	<p>Key vocabulary:</p> <p>Art grades of pencil scale refine alter carving surface transparent opaque manipulate recycled</p>
Year 6	<p>World War 2</p> <p>Key Concepts: Drawing, Painting</p> <p>Portraits, proportions of the face, scaling grid. emotional responses/facial expressions.</p> <p>Faces of war, Street art</p> <p>Artist : Salvador Dali</p> <p>Banksy</p>	<p>The Vikings</p> <p>Key Concepts: Drawing, Portraits, proportions of the face, scaling grid. emotional responses/facial expressions.</p> <p>Pencil portrait of a Viking.</p> <p>Viking knot drawing, shading</p> <p>Artist: Leonardo Di Vinci</p>	<p>Journeys</p> <p>Key Concepts: 3D Work, Mouldable Materials, Drawing, Collage</p> <p>3D map making, typography,</p> <p>Collage, post holiday, maps, memorabilia etc</p>
	<p>Key vocabulary:</p> <p>Key vocabulary:</p>	<p>Key vocabulary:</p> <p>Art grades of pencil scale refine alter carving surface transparent opaque</p>	<p>Key vocabulary:</p> <p>Art grades of pencil scale refine alter carving surface transparent opaque manipulate recycled</p>

Curriculum Overview

	<p>Scaling grid, light and shade, proportion, contrast, pencil grades – softness/hardness, refine alter Art tone hue relief/impressed method. block printing, warm/cold colours, atmosphere</p>		
--	---	--	--