

ART at Yarm Primary



At Yarm Primary, our intent is to provide children with a broad and balanced curriculum, which builds on their needs and prepares them for the future. We use a project-based approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

Within the national Curriculum:

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.*

Key Stage 2

Pupils should be taught:

- *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.*

In Early Years the framework states:

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. However, we identify this as being for guidance and not the whole offer for our young children. We provide opportunities for children to express themselves and experiment through art in a formal and informal way, as identified in the curriculum maps for Early Years.

It is our intent that our Art curriculum develops curiosity and fascination about the world in our pupils and enable them to see themselves as artists. We aim for our learners to make links across the curriculum and embed Art as part of their lives now and moving forward.

To implement the offer children are supported in developing their skills through discrete topic links or more explicit sequences of work based on famous artists and art movements.

Sequences are designed to support all pupils in being able to see for themselves their progress across the sequence leading to an end product. Feedback is crucial in this process, and an 'Austin's butterfly' approach is used by many pupils.

Having a dedicated Art Space has helped us to broaden the experiences we offer, with easy access to a wide range of resources.

Annually we plan whole school events to raise the profile of Art in school and the community; with the summer sculpture event allowing for development of skills and development of the art form. 'The Dot' by Peter H. Reynolds, and the basis of international Dot day, was used to raise curiosity and promote a positive message about being an artist.

Children are invited to take part in local and national art events.

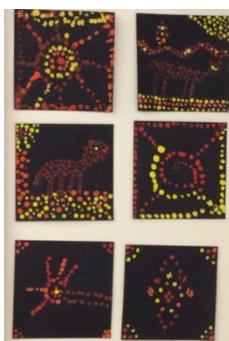
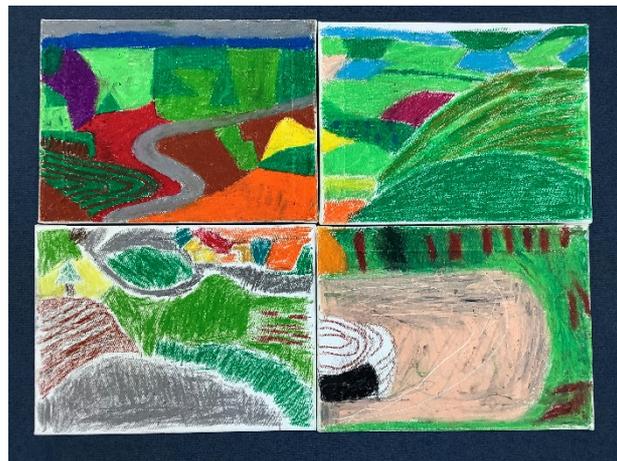
The artists whose works are used to develop skills include: Peter Thorpe; David Hockney; Banksy; Henry Moore; Helen Cowcher, however children are also exposed to the work of a wide group of artists, designers and architects through quizzing and the termly Deepening knowledge initiative. The Y6 legacy project was inspired by the work of Morag Myerscough.

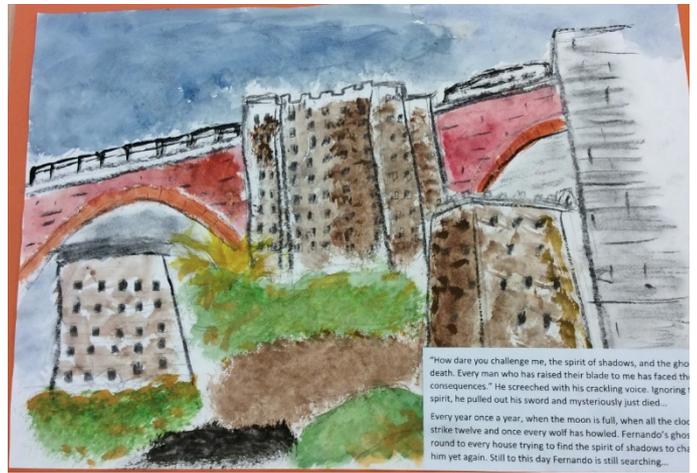
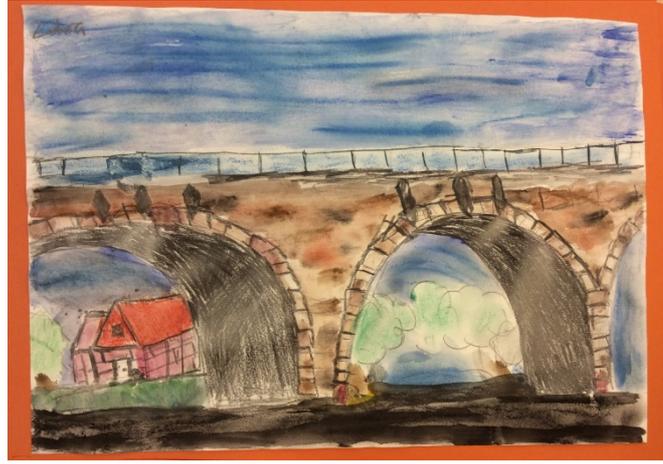
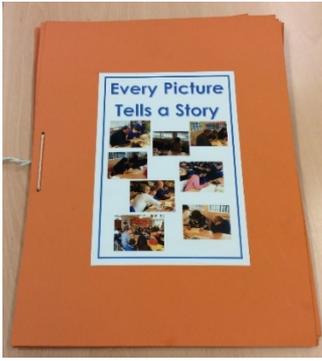
The architecture strand is chiefly linked to History e.g. features of a Roman Temple/Anglo Saxon village; reflection as expressed in paintings of bridges.

Through the pandemic we exploited our local area as inspiration for our Art work, and we have retained many of these strands – how artists have captured the unique features of our town, Yarm Fair, Living on the River Tees, our local woods...

The impact is that our pupils have a curiosity for the world around them and how people express their feelings in Art. They have confidence in their skills and have experienced making progress over a short period. They feel pride in sharing their work in a variety of ways, including through their art books – the pandemic created episodic experiences and we are now working to make these books a real journey of experiences, thoughts and achievements; this work is a priority moving forward.

Art Books play a key part in our decision making around actions to secure progress; along with quizzing and pupil feedback.





"How dare you challenge me, the spirit of shadows, and the ghost of death. Every man who has raised their blade to me has faced the consequences." He screeched with his crackling voice. Ignoring the spirit, he pulled out his sword and mysteriously just died... Every year once a year, when the moon is full, when all the clocks strike twelve and once every wolf has howled, Fernando's ghost is round to every house trying to find the spirit of shadows to challenge him yet again. Still to this day Fernando is still searching...



