



Art Curriculum Intent, Implementation and Impact Statement



Intent

The intent of Church Vale's Art curriculum is to enable our pupils to be able to 'think like artists'. Children will be able to apply a range of artistic techniques by developing their knowledge of and exposure to different artists and artistic styles. Children will be able to show a deep appreciation for a breath of art and understand its value within our community in a historical, cultural and economic sense. The combined development of their own skills and a knowledge and an understanding of the positive impact of artwork will enhance children's aspirations for future work.

Key Concepts

Lessons will focus on the key concepts of being an artist, within the breadth of the KS1 and KS2 topics. The broad key skills for Art are:

- To develop a knowledge of a breath of artists and their styles
- To make connections between artists and artistic styles
- To be able to evaluate and appreciate works of art
- To both acknowledge and question the cultural and historical impact of art
- To be able to apply artistic techniques such as drawing, painting, sculpture, sketching and craft and design.
- To select and use these techniques within their own creative work

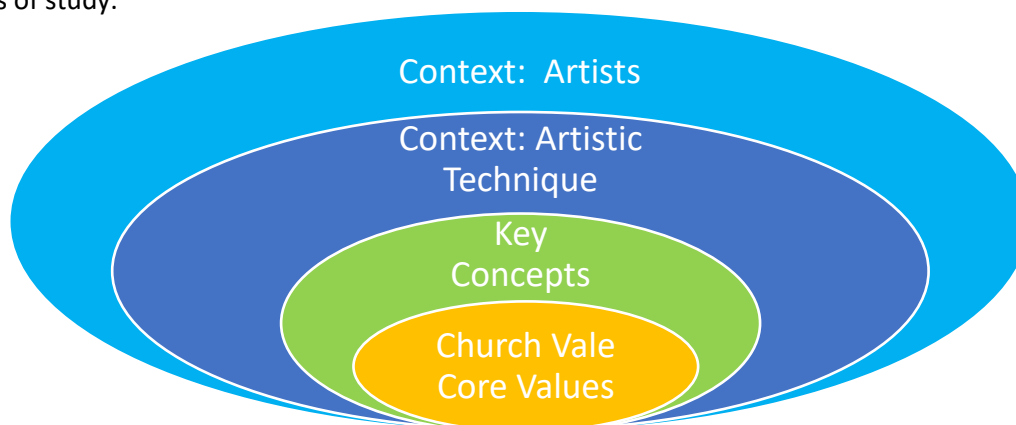
We recognise that objectives will focus on attaining or development of an ability, within the context of the topics e.g. to use Andy Warhol to acknowledge and question the cultural and historical impact of art.

Each topic will include 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Interwoven throughout the Art curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

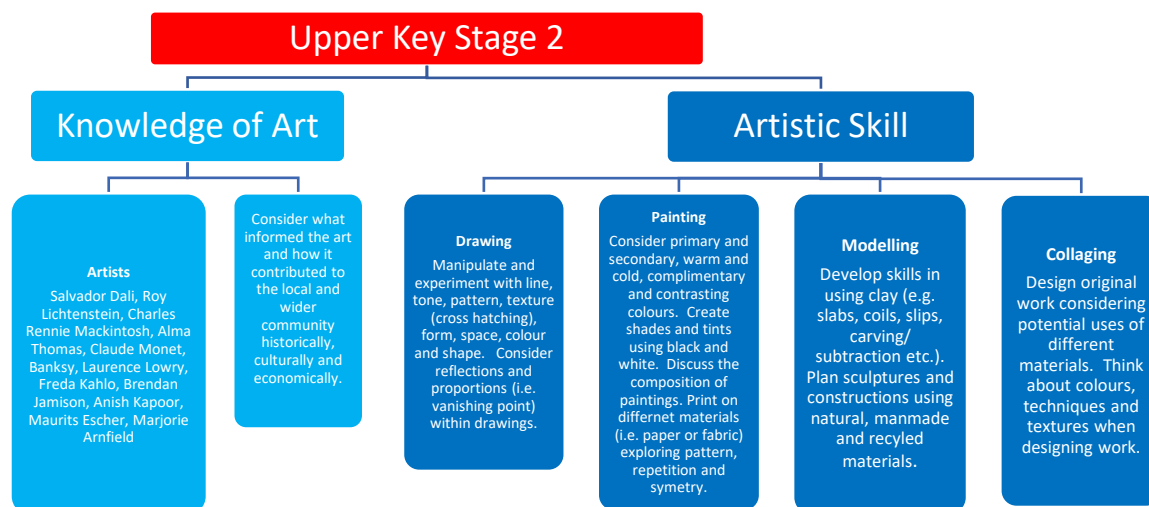
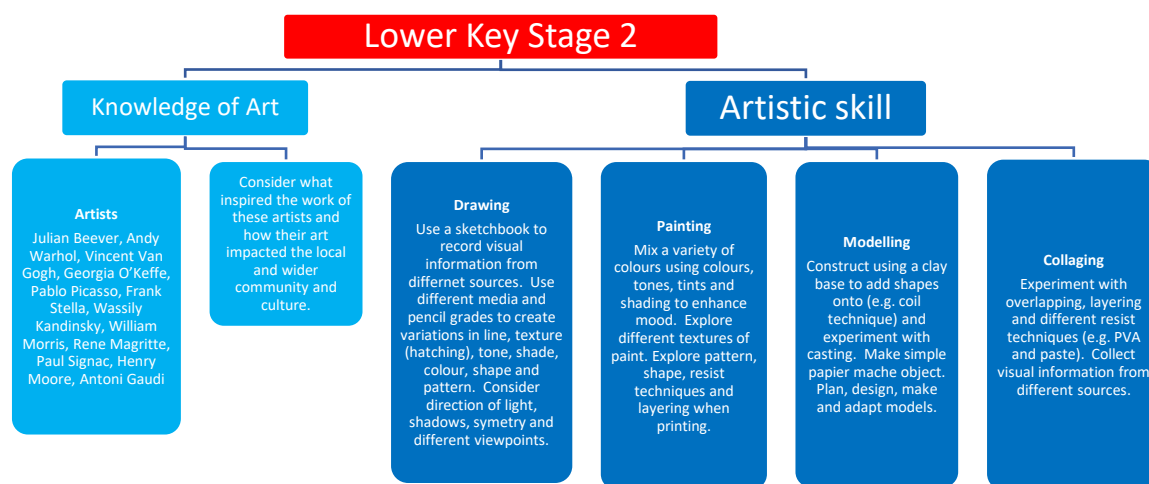
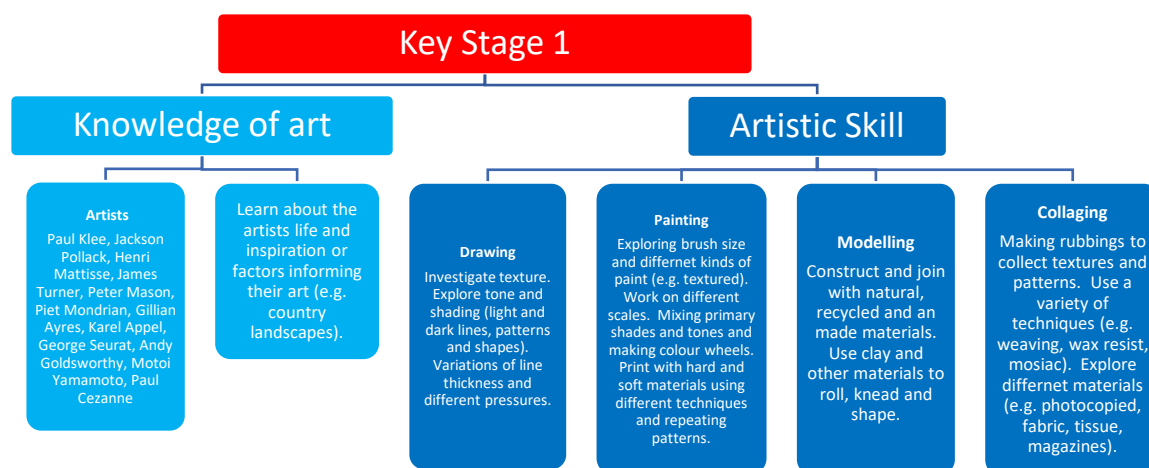
Implementation

To enable a continued thematic approach, key concepts will be mapped out across the Key Stages 1 and 2. Classes may be taught using in a linear model or may combine and create 2-year rolling models of study.





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Topics explored can be flexible, as long as the concepts are explored by the end of each stage of learning. Teachers within each key stage may either allocate specific contexts to their year groups, or adopt a collaborative two year rolling cycle.

Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.

Progression of Key Concepts

Key Concepts	EYFS	KS1	KS2
To develop a knowledge of a breath of artists and their styles	*Shows interest in illustrations in the environment.	*To develop knowledge of a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	* To know about great artists, architects and designers in history.
To make connections between artists and artistic styles	*Notice detailed features of objects in their environment	*Pupils to make links between artists and to their own work.	* To notice and appreciate similarities and differences between works of art.
To be able to evaluate and appreciate works of art	*Shows interest in illustrations in the environment. *Notice detailed features of objects in their environment	*To comment upon the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.	*Comment on artworks with a fluent grasp of visual language
To both acknowledge and question the cultural and historical impact of art	*They know the similarities between themselves and others and among families, communities and traditions.	*To understand the impact of art upon both the artist and the community.	*Show how the work of those studied was influential in both society and to other artists.
To be able to apply artistic techniques such as drawing, painting, sculpture, sketching and craft and design.	*Experiment with colour, design, texture, and form. Experiments to create different textures. *Explores how colour and colours can be changed. (See <i>Exploring Media and Materials</i>)	*To use a range of materials creatively to design and make products	*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]
To select and use these techniques within their own creative work	*Represent their own ideas, thoughts and feelings through art. *Children use what they have learnt about media and materials in original ways. (See <i>Being Imaginative</i>)	*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	*To create sketch books to record their observations and use them to review and revisit ideas. *Create original pieces that show a range of influences and styles.



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Impact

Through a greater knowledge and appreciation of current and historical art and its impact upon the wider community, learners develop an awareness of its value. By returning to key skills within different contexts learners remain engaged and inspired to invent and create their own works. Through a mastery across a breath of different skills and techniques, pupils become capable and thoughtful artists with the confidence to express themselves in new ways.

Harriet Gibbison 2025