

ART AT TORKINGTON PRIMARY SCHOOL



nurturing potential, inspiring excellence

INTENT

ART



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The intent of the art curriculum at Torkington is to provide plenty of opportunities for the children to learn, apply and strengthen the key elements of:

- ▶ Drawing
- ▶ Painting
- ▶ Textiles
- ▶ 3D
- ▶ Printing
- ▶ Collage



It is also the intent of the art curriculum to provide the children with knowledge of the different artists which they can draw inspiration and technique from. Alongside this, we aim to develop the children's use and understanding of technical vocabulary associated with this subject.

The AccessArt Primary Art Curriculum is designed around the idea that art is far more than a series of technical skills. Our holistic curriculum nurtures creative thinking skills and helps ensure your pupils learn through art, as well as about art.

Broad, Rich, Contemporary & Diverse

It's our aim that by the time every child leaves primary school they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, or making, or designing, or talking about art.

Redefines how we might best teach art in schools

We've thought carefully about the purpose of art. Not just in relation to the purpose of teaching art in school but the relevance of art in all our lives. AccessArt promotes open-ended creative learning where the emphasis is on the journey.

Flexibility, Adaptability & Growth

It was vital to us from the start that we create a curriculum which schools can tailor and adapt to suit their needs.

<https://www.accessart.org.uk/primary-art-curriculum/>

Artist Focus

- ▶ Year 1- Molly Haslund, Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett, Paul Klee, Emma Burleigh
- ▶ Year 2- Rosie James, Alice Fox, Xgaoc'o X'are, Leonardo Di Vinci, Hundertwasser, Zaha Hadid, Heatherwick Studios, Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne
- ▶ Year 3- Heather Hansen, Laura McKendry, Edgar Degas, Henri Matisse, Claire Willberg, Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake, Alice Kettle, Hannah Rae
- ▶ Year 4- Laura Carlin, Shaun Tan, Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont, Anthony Gormley, Yinka Shonibare, Thomas J Price, Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato,
- ▶ Year 5- Louise Fili, Grayson Perry, Paula Scher, Chris Kenny, Kevork Mourad, Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson, Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones
- ▶ Year 6- Lubaina Himid, Claire Harrup, Luba Lukova, Faith Ringgold, Shepard Fairey, Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West, Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett



IMPLEMENTATION

ART



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Lesson Structure

- ▶ **Warm-up-** Hand warm up or creativity 'hook'. All children begin with a free hand drawing activity.

Progressive curriculum- Strands- these are built upon as the spiral curriculum. These strands allow the children to develop knowledge and skills that is clearly linked to year group outcomes and focus. The pathways are as follows:

- ▶ - Drawing & Sketchbooks
- ▶ - Print, Colour, Collage
- ▶ - Working in 3 Dimensions
- ▶ - Paint, Surface, Texture
- ▶ - Collaboration & Community

Appraisal and Exploration- Each session begins with an exploration. This can be in the form of a video, images or physical exploration. AccessArt believe that children need to experience the expected outcomes before they can begin to create their own versions.

Independent – This allows children to rehearse skills and apply them independently. This is the time to stretch, challenge or support creativity and self-expression. This is completed in their sketchbooks

Creation time- Teacher's have fed back that this section is fantastic. This is when the children are given time to develop a piece of artwork over a number of weeks depending on their focus. This allows children the time to reflect, evaluate and learn from others. This has allowed children to embed and extend their learning.

Art in EYFS

Before embarking on key stage 1 work, many children will have attended our nursery and reception classes where they will have had the opportunities to find out and learn about the world they live in. The foundation stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing and making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable.

By the end of EYFS, pupils are expected to have been able to experiment, explore and discuss different art forms, media and techniques as outlined in the Expressive Arts and Design area, specifically, 'Creating with Materials' and 'Being Imaginative and Expressive'. This will be achieved by facilitating students in their exploration, as well as:

- Asking and answering questions about the starting points for their work, and developing their ideas.
- Exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Review what they and others have done and verbally share what they think and feel about it.

SEND

- ▶ Art is often taught as a whole class lesson. The children are taught skills through a spiral curriculum, which they are able to revisit and refine as they move through their journey at Torkington. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge.
- ▶ Lessons are differentiated by outcome, teachers provide an example outcome and scaffold learners to achieve this. We often find our SEND children shine in creative sessions such as art or music lessons, as it is an opportunity for them to showcase their flare and skills. This is something we embrace and celebrate at Torkington.

EXTRA CURRICULAR OPPORTUNITIES

- ▶ Each week children from reception to Year 6 are offered extra curricular clubs, that are run by our teachers and teaching assistants.
- ▶ The children have a choice of clubs that include opportunities to rehearse, explore and develop their Art skills and knowledge.



IMPACT

ART AND DESIGN TECHNOLOGY



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Assessment

- ▶ AccessArt at Torkington has a clear and positive impact on children across the school. Children are engaged, creative, and confident in expressing their ideas through a broad and ambitious art curriculum that develops them not just as artists, but as visually literate and imaginative young people.
- ▶ The use of AccessArt — rather than isolated art activities — ensures that children develop knowledge and understanding alongside practical skills. They are increasingly able to discuss their work, explain their creative choices, and reflect on the work of artists and designers. This growing confidence in articulation and critical thinking is a key measure of the curriculum's impact.
- ▶ Staff confidence in delivering art is strong across all key stages. Teachers are supported by high-quality AccessArt resources, enabling them to deliver lessons with clear progression and purpose, regardless of prior subject expertise. Children respond positively to this consistent approach and show high levels of engagement and enthusiasm.
- ▶ The carefully sequenced curriculum — with its emphasis on exploration, experimentation, and revisiting key skills — allows children to develop depth in their learning. Progressive skill development from EYFS to Year 6 ensures that children build on prior knowledge and approach new creative challenges with increasing independence and resilience.
- ▶ Participation in art is inclusive and accessible, with all children encouraged to take creative risks and celebrate their individuality. A wide range of materials, techniques, and artists are explored, ensuring the curriculum reflects diverse perspectives and inspires all learners.
- ▶ Children take pride in their artwork and value opportunities to share and celebrate their achievements. We aspire for every child to leave Torkington with a strong sense of creativity, confidence in self-expression, and an appreciation of art that will stay with them throughout their lives.