Art

Curriculum Overview

Place Partnership

A MULTI-ACADEMY TRUST

Our Vision

At Horbury Primary Academy, we believe that Art is a powerful form of expression that enables children to communicate ideas, emotions and experiences whilst developing creativity, confidence and individuality. Through our vision of **Strong Roots, Growing Minds**, we provide an ambitious and inspiring art curriculum that encourages children to explore, experiment and create whilst developing an appreciation of the rich cultural and artistic heritage of the world around them.

We are committed to delivering an **arts-rich curriculum** that exposes pupils to a diverse range of artists, architects, designers, cultures and artistic movements from both the past and present. Through studying significant individuals and their work, children develop an understanding of how art reflects society, shapes culture and influences the world in which we live.

A key feature of the **Horbury Way** is ensuring that learning is purposeful, meaningful and connected to the wider world. We encourage children to explore their own identities and experiences through art whilst also developing an appreciation of artistic traditions from different cultures and communities. Through opportunities to engage with local artists, galleries, museums and the wider community, pupils develop both a sense of belonging and a broader understanding of the world.

We believe that every child is an artist. Our curriculum encourages children to take risks, experiment with different materials and techniques and understand that creativity develops through exploration, perseverance and reflection. Pupils are encouraged to think critically, articulate their opinions and evaluate artwork, developing confidence in discussing both their own creations and the work of others.

Implementation

Art is taught through carefully sequenced units that progressively develop pupils' knowledge, skills and understanding throughout their primary education. Learning is designed to ensure that children know more, remember more and apply their artistic skills with increasing confidence and independence.

Every learning sequence follows the Horbury curriculum approach:

- Prior learning is revisited through retrieval activities, enabling pupils to recall artistic knowledge, techniques and vocabulary.
- Key artistic vocabulary is explicitly taught and revisited through Knowledge Mats to support understanding, retention and application.
- Teachers model artistic techniques, processes and creative approaches through high-quality instruction and demonstration.
- Pupils are given opportunities to explore, experiment, practise and apply skills independently using a variety of media and materials.
- Learning concludes with opportunities for reflection, discussion and evaluation, enabling pupils to articulate their creative choices and artistic development.

Throughout the curriculum, pupils develop their understanding of drawing, painting, sculpture, printing, textiles and mixed media whilst learning about significant artists, architects and designers. Children are encouraged to explore artistic styles, techniques and cultural influences and apply these within their own creative work.

To ensure high-quality art provision, teachers:

- Have a secure understanding of the key assessment criteria and sticky knowledge within each unit.
- Plan progressive learning experiences that build upon prior knowledge and artistic skills.
- Explicitly teach and revisit ambitious artistic vocabulary.
- Expose pupils to a diverse range of artists, architects, designers and artistic movements.
- Provide opportunities for experimentation, creativity and independent expression.
- Encourage critical thinking through discussion, analysis and evaluation of artwork.

- Develop links between art and the local community where appropriate.
- Enrich learning through visits, workshops, galleries, museums and visiting artists.
- Promote inclusion by celebrating the contribution of artists from diverse cultures, backgrounds and perspectives.
- Raise aspirations by exposing children to creative careers and opportunities within the arts.
- Celebrate children's artistic achievements through high-quality displays and exhibitions across the school.

Impact

Through our art curriculum, pupils develop the confidence, creativity and technical skills needed to express themselves and engage with the world through visual communication.

By the time they leave Horbury Primary Academy, pupils will:

- Demonstrate enthusiasm, curiosity and enjoyment in Art and Design.
- Apply a range of artistic techniques with increasing confidence, control and independence.
- Use artistic vocabulary accurately when discussing and evaluating artwork.
- Understand the significance and influence of a range of artists, architects and designers.
- Express ideas, emotions and experiences creatively through a variety of artistic media.
- Critically evaluate artwork and provide thoughtful opinions supported by artistic knowledge.
- Demonstrate resilience and willingness to experiment, adapt and refine their work.
- Meet or exceed age-related expectations within the subject.
- Leave school with an appreciation of art's role in culture, society and personal expression.

Through our commitment to **Strong Roots, Growing Minds**, pupils leave Horbury Primary Academy as confident, creative and reflective individuals who value artistic expression, appreciate cultural diversity and understand the important role that art plays in shaping both their own lives and the wider world.

Assessment for Learning

Assessment for Learning is embedded throughout the curriculum and used to ensure pupils know more, remember more and understand more. Teachers assess pupils' understanding through retrieval activities, purposeful questioning, discussion, observation and the review of pupils' work. This enables misconceptions to be identified quickly and informs future teaching.

At Horbury Primary Academy, each unit culminates in an end-of-unit enquiry question that pupils work towards answering throughout their learning journey. These carefully planned questions provide pupils with the opportunity to demonstrate their knowledge, understanding, vocabulary and disciplinary skills, whilst making meaningful connections to previous learning. Responses may take a range of forms appropriate to the subject and learning objectives.

Assessment information is used to evaluate pupil progress, identify gaps in learning and ensure that all pupils develop a secure understanding of the taught curriculum. Through regular opportunities to retrieve, apply and communicate their learning, pupils strengthen retention and develop increasingly sophisticated subject knowledge over time.

Adaptive Teaching

At Horbury Primary Academy, we are committed to delivering an ambitious curriculum for all pupils. Adaptive teaching ensures that every child can access, engage with and succeed within the same high-quality curriculum whilst maintaining high expectations for all learners.

Adaptive teaching is informed by ongoing assessment and may include:

- Retrieval activities to strengthen prior learning and support retention.
- Explicit teaching and pre-teaching of subject-specific vocabulary.
- Visual supports, modelling and worked examples.
- Carefully planned scaffolds to support understanding and independent application.
- Adapted questioning to provide support, challenge and deepen thinking.
- Flexible grouping and targeted adult support where appropriate.
- Opportunities to revisit key concepts and address misconceptions.

- Alternative methods of recording where necessary to remove barriers to learning.

These adaptations support pupils to develop secure knowledge, build confidence and successfully answer the end-of-unit enquiry question. By responding to individual needs whilst maintaining curriculum ambition, all pupils are supported to flourish academically and personally in line with our vision of **Strong Roots, Growing Minds**.

National Curriculum Outcomes for art
Through the teaching of art and design, pupils will: • Produce creative work, exploring ideas and recording experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Generating Ideas & Sketchbooks

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas & Sketchbooks	Explore ideas through play, observation and discussion.	Generate ideas from first-hand experiences and imagination.	Record ideas through simple sketches and annotations.	Use sketchbooks to collect, record and develop ideas.	Experiment with ideas, materials and techniques in sketchbooks.	Develop personal ideas through research, observation and experimentation.	Independently develop, refine and justify artistic ideas through sustained use of sketchbooks.

Drawing

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	Explore line and shape through mark making and drawing.	Use lines and shapes to represent observations and ideas.	Use line, shape, pattern and texture with greater control.	Develop tone, shading and texture in observational drawings.	Draw with increasing accuracy, detail, proportion, tone and form.	Use perspective, tone and shading to create depth and realism.	Select and combine line, tone, texture, form and perspective techniques independently.

Painting

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Painting	Explore colour through paint and a range of media.	Identify and mix primary colours to create secondary colours.	Mix secondary colours, shades and tones with control.	Experiment with warm and cool colours, texture and brush techniques.	Use colour purposefully to create mood, atmosphere and effect.	Mix and apply colour, tone and texture confidently.	Select and manipulate colour, tone and texture independently to create refined outcomes.

Sculpture

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sculpture	Manipulate, shape and construct using a variety of materials.	Roll, pinch, press and shape materials to create simple forms.	Add detail, texture and pattern to sculptural work.	Join and combine materials securely using different techniques.	Create detailed and purposeful three-dimensional forms.	Select appropriate materials and sculptural techniques to achieve desired effects.	Design, refine and evaluate complex sculptural outcomes considering texture, form and space.

Other Materials & Techniques

(Printing, Textiles, Collage and Mixed Media)

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Other Materials & Techniques	Explore cutting, tearing, sticking and mark making using different materials.	Create simple collages and prints using a range of materials.	Use materials purposefully to create texture and pattern.	Layer and combine materials to create effects and meaning.	Experiment with a wider range of mixed media, textile and printing techniques.	Select and combine materials thoughtfully to communicate ideas and intentions.	Manipulate and combine materials independently to achieve sophisticated outcomes and effects.

Knowledge of Artists, Designers & Architects

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge of Artists, Designers & Architects	Talk about artwork they have seen and share opinions.	Describe features of an artist's work and identify what they like.	Identify similarities and differences between artists and make links to their own work.	Explain how artists use techniques, materials and visual elements.	Discuss the influence of artists, designers and architects on their work.	Analyse artistic styles, movements and influences.	Critically analyse and compare artists, designers and architects, using this knowledge to inform their own work.

Evaluation

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Evaluation	Talk about what they have created and how they made it.	Describe what they like about their own and others' work.	Identify strengths in artwork and suggest simple improvements.	Reflect on artistic choices and outcomes using art vocabulary.	Evaluate work using artistic vocabulary and suggest refinements.	Analyse artistic decisions and improve work accordingly.	Critically evaluate and refine work throughout the creative process, explaining artistic decisions using subject-specific vocabulary.

Long Term Plan for Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Me! Amazing me!	Lets Sparkle Once Upon a Time!	If you go down in the woods today… Help! I need somebody	That's not my pet! Down on the Farm	A Bugs Life All Aboard	Commotion in the Ocean The World In Your Lunchbox
Y1	**Can a picture show a feeling?** How do artists show feelings? What happens to our faces when we feel different emotions? How can we draw a self-portrait? How can colour help show emotions? **End Point Feelings Gallery** Children create a self-portrait expressing a chosen emotion. Gallery title: **"This Is Me"**	**What would music look like if you could see it?** Who was Kandinsky and how did he use colour and shape? How can music inspire art? How can we create our own music-inspired artwork? **End Point Art Through Music Exhibition** Children listen to music and create artwork inspired by what they hear. Display with QR codes linking to the music.	**Can sculpture tell a story without using words?** Who was Barbara Hepworth? How can we shape and join sculptural materials? How can we create a sculpture inspired by Hepworth? **End Point Little Sculptors Exhibition** Children exhibit their sculptures around school grounds.	**Can small things become extraordinary?** How did O'Keeffe see the world differently? How can artists zoom in on details? How can we create our own enlarged flower artwork? **End Point Magnified Nature Gallery** Children create large-scale flower artwork for display around the school.	**Can you create a pattern that everyone remembers?** How can artists create repeating patterns? How can we make our own printing block? How can we create a final printed design? **End Point Horbury Pattern Wall** Children create tiles that combine into a whole-class artwork displayed in school.	

Y2	**Can colour capture the magic of autumn?** What are primary and secondary colours? How did Van Gogh use colour and brushstrokes? How can we mix colours to create autumn shades? How can we create a Van Gogh-inspired autumn painting? **End Point** **Classroom Autumn Gallery** Children create a final Van Gogh-inspired autumn painting with a short artist statement explaining their colour choices and techniques.	**How can artists capture the spirit of London?** What makes a landmark memorable? How can we draw and design buildings? How can we redesign London's skyline? **End Point** **London Skyline Exhibition** Children create their own London-inspired artwork to be displayed together as one giant collaborative skyline.		**How can art tell the story of Kenya's wildlife?** How can artists carefully observe Kenyan animals? How can shape and line help us sketch animals accurately? How can pattern and texture show animal features? How can colour help bring Kenyan wildlife to life? **End Point** **Kenya Wildlife Collection** Children produce a final piece for a class display celebrating Kenyan wildlife.	**Can you turn a lump of clay into something useful and beautiful?** How can clay be shaped and joined? How can we add texture and decoration? How can we create a finished plant pot? **End Point** **Horbury Plant Pot Collection**	
Y3	**What can prehistoric art tell us about life long ago?** Why did Stone Age people create cave art? How did prehistoric artists use symbols, colour and texture?			**Can art help us see the world differently?** How did David Hockney represent landscapes and places?	**Can everyday objects become a work of art?** How did Arcimboldo create portraits in unusual ways?	**How do illustrators bring stories to life?** What makes Joey Chou's illustrations unique? How do illustrators use expression,

	How can we create artwork using prehistoric techniques? **End Point** **Cave Gallery** Children create a large-scale cave-art panel using natural colours and symbols.			How can artists use colour and perspective to show a scene? How can we create artwork inspired by Hockney? **End Point** **Yorkshire Through My Eyes** Children create a Hockney-inspired landscape of a local scene.	How can objects be arranged to create an image? How can we create our own Arcimboldo-style portrait? **End Point** **Nature Portrait Gallery** Children create a portrait using fruits, vegetables, plants or drawn natural objects.	colour and character design? How can we create our own illustrated character or scene? **End Point** **Illustration Showcase** Children create a final illustrated scene inspired by a story or theme.
Y4	**What makes Ancient Greek art so timeless?** What are the key features of Ancient Greek art? How did the Greeks represent people and stories? How can we create artwork inspired by Ancient Greece? **End Point** **Greek Gallery** Create a final piece inspired by Greek pottery, patterns or mythology.	**Can fingerprints become superheroes?** How can fingerprints be transformed into characters? How can colour and pattern bring characters to life? How can we add detail and personality to our superhero? **End Point** **Fingerprint Hero Collection**	**Can a face tell a story?** How do artists draw facial features accurately? How can expression show emotion and personality? How can we create a portrait that tells a story? **End Point** **Portrait Gallery** Create a final portrait showing	**Can everyday objects become famous works of art?** What makes Pop Art different from other styles? How did artists use colour and repetition? How can we create our own Pop Art piece? **End Point** **Pop Art Exhibition** Create a bold Pop Art artwork	**How can artists show movement?** How do artists capture movement in art? How can we sketch people in action? How can we create a Roman-inspired action scene? **End Point** **Roman Action Artwork** Create a piece showing	**How can art capture the story of Horbury?** How can artists use line and shape to draw buildings? How can we compare historical and modern buildings? How can we create artwork celebrating Horbury? **End Point**

		Children create a collection of fingerprint superheroes with names, powers and illustrated details.	character and emotion.	based on an everyday object.	movement, action and energy.	**Horbury Sketchbook Collection** Create a final observational drawing of a Horbury building with an artist statement.
Y5	**Can ordinary people become extraordinary art?** Who was L.S. Lowry and what inspired his artwork? How did Lowry use line and shape to sketch people and places? How can we use sketching to capture everyday life? How can we create our own Lowry-inspired scene? **End Point** **Life in Horbury** Children create a Lowry-inspired sketch showing everyday life in Horbury.		**What can Anglo-Saxon art tell us about the people who made it?** What patterns and symbols did Anglo-Saxons use in their artwork? How can clay be moulded, shaped and joined? How can we use Anglo-Saxon designs in our own clay artwork? **End Point** **Anglo-Saxon Artefact Collection** Children create a clay artefact inspired by Anglo-Saxon jewellery, pottery or treasures.		**Can a painting transport you somewhere else in the world?** Who was Henri Rousseau and what made his artwork unique? How did Rousseau create jungle scenes using colour and layering? How can we create depth and detail in rainforest artwork? How can we create our own rainforest masterpiece? **End Point**	

					Into the Jungle Exhibition Children create final rainforest painting inspired by Rousseau.	
Y6	**What can a mask tell us about a civilisation?** What symbols and patterns did the Maya use? How can we design and create a Mayan mask? How can colour and texture add meaning? **End Point** Finished Mayan mask.	**Can your name become a piece of art?** **How do graffiti artists use lettering and style?** **How can we create bold and eye-catching graffiti designs?** **How can we create our own street-art inspired artwork?** End Point Name Artwork Children create a final graffiti-style piece based on: • their name • initials • a chosen word .	**Can one eye tell a story?** How can we accurately sketch an eye? How can shading create realism? How can we create a detailed observational drawing? **End Point** Finished eye drawing.	**How can a portrait help us remember the past?** How do artists create realistic portraits? How can facial expression and detail tell a story? How can we create a commemorative WW1 portrait? **End Point** WW1 portrait with short artist statement.	**Can architecture be a work of art?** What makes beach huts visually distinctive? How can colour and pattern improve a design? How can we create a beach-hut-inspired artwork? **End Point** Final coastal artwork.	