



Co-op Academy  
Portland

# Art

**Curriculum Intent, Implementation and Impact for  
Art at Co-op Academy Portland**

Our aims are that our pupils are able to:

- Experiment, invent and create their own works of art, craft and design
- Think critically and develop a more rigorous understanding of art and design
- Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation
- Produce creative work, exploring their ideas and recording their experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques whilst evaluating and analysing creative works using the language of art, craft and design
- Discover great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become competent Artists. Our Art curriculum is categorised into five substantive strands: Painting, Drawing, Mixed Media, Sculpture and Printing.

We aim to provide children with a high-quality art and design education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills to experiment, invent, and create their own works of art. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of art and design. They will learn how art and design reflect and shape our history and contribute to the culture, creativity, and wealth of our nation.

Community is the backbone of our school, and we integrate our Co Op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens. Each year group also enjoys exploring our local community, which boasts many galleries and museums within a short distance. Our community is rich with diverse art, including street art, murals, and numerous beautiful and impactful sculptures. We take pride in our vibrant artistic and creative history and believe it is essential for our students to be aware of and proud of this heritage.



## Long Term Plan (EYFS):

	Autumn 2	Spring 2	Summer 2
EYFS	Autumn 1: My World and Me C1: Self Portraits - Drawing and painting C2: Self Portraits - Drawing and painting  Autumn 2: Celebrations C1: 3D Modelling C2: Sculptures	Spring 1: [DT driver here - look at DT LTP]  Spring 2: C1: Fun on the farm - Painting C2: [DT driver here - look at DT LTP]	Summer 1: C1: Let It Grow - Painting and Drawing C2: Down At The Bottom Of The Garden - Mixed Media and Drawing  Summer 2: [DT driver here - look at DT LTP]

What does Art look like in Early Years Co-Op Academy Portland?

- Children have daily access to a range of media and collage materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, pastels etc. in continuous provision.
- Children are encouraged to create what the teachers have planned, but there is flexibility.
- Adults model different techniques such as drawing, painting, printing, collage etc. which the children can then practise independently - there is always a visual model. This is usually done during the modelling of provision at the start of each week.
- Opportunities in continuous provision include access to the playdough area, mark-making area, construction, small world and loose parts.
- Other enhancements based on children's interests, or a planned theme provide further opportunities for children to embed, develop and use their art skills.
- Evidence is recorded in floor books, and captured on displays. Some creations are captured in pictures and added to displays.
- Topic lessons include links with art (through EAD), and some tasks will be adult-led to support developments of particular creative skills.
- Children have the opportunity to learn about an artist and make their own creations in the style of that artist.

## Long Term Plan (Years 1-6):

	Autumn 1	Spring 1	Summer 1
Year 1	<a href="#">Spirals: Tracy McGuinness-Kelly</a> Drawing	<a href="#">Watercolour: Paul Klee and Emma Burleigh</a> Painting	<a href="#">Mono-printing: Xgaoc'o X'are</a> Printing
Year 2	<a href="#">Collectors, explorers and drawers: Nicola White, Lorna Crane, Alice Fox</a> Drawing	<a href="#">Razzle Dazzle: Sir Peter Blake</a> Painting	<a href="#">Stick Transformation - Chris Kenny</a> Mixed Media/ 3D
Year 3	<a href="#">Portraits: Vermeer and Picasso</a> Drawing/Painting	<a href="#">Using Natural Materials to make images: Anna Atkins</a> Drawing/printing	<a href="#">Working with Shape and Colour: Henri Matisse and LS Lowry</a> Mixed Media
Year 4	<a href="#">Storytelling through drawing: Quentin Blake</a> Drawing	<a href="#">Still Life: Paul Cezanne</a> Painting	<a href="#">The Art of Display: Anthony Gormley</a> 3D
Year 5	<a href="#">Self portraits: Frieda Kahlo</a> Drawing	<a href="#">Printing: Kevork Mourad</a> Printing	<a href="#">Mixed Media Landscapes: Vanessa Gardiner</a> Mixed Media/painting
Year 6	<a href="#">2D drawing to 3D making</a> 3D/Drawing	<a href="#">Street Art: Luba Lukova, Faith Ringgold, Shepard Fairey</a> Drawing/Mixed Media	<a href="#">Fashion Design - Hormazd Narielwalla</a> Painting/Mixed Media

- In Years 1-6, Art is taught weekly for one hour in alternate half terms
- Our Medium Term Plans provide detailed information to staff, including:
  - Prior/ future learning; National Curriculum coverage; The 'big question'; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

## Examples of Cultural Enrichment opportunities:

Painting - Mersey Ferry

Drawing - Walking tour of Liverpool Street Art

Mixed Media - Walker Art Gallery

Sculpture - Crosby Beach

Printing - Birkenhead Park





## How do we know that the children have made progress in Art?

### Class Teachers:

- Every lesson starts with a think back quiz, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

### Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and then shared with teachers.
- After a unit has been completed, a book look will be completed for every class, using a cross section of pupil demographics (HA, MA, LA, SEND, EAL and PP). Each lesson will be assessed for its coverage of the key knowledge on the Medium Term Plan, and the effectiveness of the activity. This will create an overall effectiveness score for each child, and a score for the unit.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.