Idle CE Primary School is a caring and supportive community where everyone is encouraged to thrive. We foster bravery in facing challenges, celebrate teamwork, and nurture a spirit of helping others.

Through faith, learning and shared purpose, we grow together, guided by Christian values and the belief that each child is wonderfully made by God.

Art at Idle

Headteacher:	Mrs Emily Hobson

Art Intent Statement: Idle CE Primary School

1. Subject Intent:

Purpose of Art

At Idle CE Primary School, Art enables pupils to express ideas, explore creativity and develop technical skills through a range of artistic media. Through drawing, painting, sculpture and mixed media, pupils develop confidence in their ability to communicate visually and think creatively.

Art encourages pupils to experiment, take risks and reflect on their work. Rooted in our values of love, courage and joy, pupils learn to appreciate creativity, explore their imagination and take pride in their artistic achievements.

Why Art Matters: Bradford Context

Our pupils live in a diverse and creative community, and Art provides opportunities to:

- Express ideas about their own identity and experiences
- Explore a range of artists, cultures and artistic styles
- Develop creativity, confidence and independence
- Engage with visual culture in the local and wider world
- Reflect and communicate ideas through visual means

This supports pupils in becoming confident, expressive and reflective individuals.

Core Knowledge

The Art curriculum is structured to ensure pupils develop knowledge and skills across a range of artistic disciplines:

- Drawing
- Painting and Colour
- Sculpture / 3D
- Collage and Mixed Media
- Printing and Pattern
- Artist Knowledge and Evaluation

Knowledge is carefully sequenced from basic mark-making in KS1 to independent, refined artistic outcomes in KS2.

Curriculum Lenses in Art

Our Art curriculum is structured through six key lenses, ensuring progression across different artistic disciplines:

1. **Drawing**

Pupils develop control, accuracy and expression through drawing. This progresses from simple shapes and lines in KS1 to detailed, observational and expressive drawing in KS2.

2. **Painting & Colour**

Pupils explore colour, tone and texture. They progress from recognising and mixing basic colours to using colour purposefully to create mood, depth and atmosphere.

3. **Sculpture / 3D**

Pupils work with materials to create three-dimensional forms. This develops from simple shaping and joining to more complex structures requiring control, balance and refinement.

4. **Collage & Mixed Media**

Pupils combine materials to create layered compositions. They progress from simple cutting and sticking to selecting materials purposefully to achieve texture, depth and meaning.

5. **Printing & Pattern**

Pupils explore pattern, repetition and design. They develop from basic printing techniques to creating complex, structured and meaningful patterns.

6. **Artist Knowledge & Evaluation**

Pupils study artists, styles and techniques. They progress from describing artwork to analysing, evaluating and using artist influence to develop their own work.

Disciplinary Thinking: Our Artistic Skills

Pupils develop as artists through key processes:

Developing Ideas

- Y1–2: Explore and experiment
- Y3–4: Plan and refine ideas
- Y5–6: Develop personal artistic responses

Using Materials and Techniques

- Y1–2: Use basic tools and materials
- Y3–4: Apply techniques with control
- Y5–6: Select and use techniques independently

Evaluating and Improving

- Y1–2: Talk about their work
- Y3–4: suggest improvements
- Y5–6: evaluate and refine work critically

Knowledge of Artists

- Y1–2: recognise and talk about artists
- Y3–4: describe techniques and styles
- Y5–6: analyse and use artistic influence

This progression ensures pupils move from **exploring → developing → refining → expressing**.

Cultural Capital

Art provides rich opportunities for pupils to explore creativity and culture:

- Study of a range of artists and styles
- Exploration of global and local artistic traditions
- Use of different materials and creative processes
- Opportunities for personal expression and creativity

These experiences broaden pupils' understanding of how art reflects and shapes the world.

Progression

The curriculum is sequenced so that:

- **Key Stage 1** focuses on exploration and basic skills
- **Lower Key Stage 2** develops control, technique and understanding
- **Upper Key Stage 2** deepens independence, creativity and evaluation

By the end of Year 6, pupils can:

- Use a range of artistic techniques confidently
- Create purposeful and detailed artwork
- Explain and evaluate their work using artistic vocabulary
- Draw on artist influence to develop their ideas

2. Implementation of Art

Lesson Structure

All Art lessons follow a consistent structure:

Retrieval
- Revisit prior techniques, vocabulary and artists
- Link to previous learning

New Learning
- Explicit teaching of skills and techniques
- Introduction of artists and styles
- Teacher modelling

Application
- Pupils experiment and create their own artwork
- Use different materials and techniques
- Develop and refine ideas

Review
- Reflect on outcomes
- Evaluate work and suggest improvements

Teaching is adapted to ensure all pupils, including those with SEND, can access the curriculum through scaffolding, visual support, and carefully structured tasks.

Use of Materials, Sketchbooks and Vocabulary

Materials
- Pupils use a range of media across all year groups
- Progression from basic tools to controlled, refined techniques

Sketchbooks
- Used to explore ideas, practise techniques and refine work
- Show progression over time

Vocabulary
- Explicitly taught in every lesson
- Progresses from simple terms → technical art language
- Pupils expected to use vocabulary in discussion and evaluation

How Knowledge is Revisited
- Retrieval used in every lesson
- Techniques revisited across units

- Artists and styles revisited and built upon
- Skills developed across multiple media

How Skills are Built Over Time

Drawing

- KS1: simple shapes
- LKS2: tone and detail
- UKS2: accuracy and expression

Painting

- KS1: basic colours
- LKS2: mixing and tone
- UKS2: depth and atmosphere

Sculpture

- KS1: shaping
- LKS2: structure
- UKS2: refinement

Mixed Media

- KS1: simple collage
- LKS2: layering
- UKS2: purposeful composition

Printing

- KS1: simple patterns
- LKS2: controlled repetition
- UKS2: complex designs

Evaluation

- KS1: describe
- LKS2: explain
- UKS2: analyse and refine

3. Assessment of Art:

Assessment is based on end-of-unit outcomes across the six lenses.

Pupils are assessed on their ability to:

- Use artistic techniques appropriately
- Develop and refine ideas
- Create purposeful outcomes

- Evaluate and improve their work
- Understand and use artistic vocabulary

Assessment shows clear progression from basic skills in KS1 to independent artistic practice in KS2.

4. Impact of Art at Idle

Pupils at Idle CE Primary School develop as creative, confident and reflective artists.

By the end of Year 6, pupils are able to:

- Use a range of artistic techniques with control and independence
- Create detailed and purposeful artwork across multiple media
- Draw on artist knowledge to influence their work
- Evaluate and refine their work using appropriate vocabulary
- Communicate ideas clearly through visual expression

Pupils demonstrate secure understanding across the six Art lenses, applying their skills to create and evaluate high-quality outcomes.