

Brownlow Fold Primary School

Art Curriculum Conversation

2025 - 2026

Welcome



Mission Statement

Our mission is to improve educational outcomes for all pupils at Brownlow Fold and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education.

At Brownlow Fold our aim is to:

- Provide a stimulating, child-centred curriculum which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school /child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

At Brownlow Fold we want our pupils to:

- Love the challenge of learning and develop resilience.
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Thrive in lessons and regularly take up opportunities to learn.
- Recognise the difference between right and wrong.
- Discuss and debate issues in a considered way, showing respect for different ideas and points of view.
- To make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Make consistently high rates of progress in relation to their starting points.

To achieve all of the above we must engage with those in the school community and beyond, to build a learning community which supports achievement and attainment because:



Together we Fly



Brownlow Fold Early Years

The Curriculum

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It is important that children know **how** to learn just as much as **what** to learn. They learn best by **doing**. They need first-hand experiences and learning that makes sense to them. In fact, they learn best through **play**.

Within continuous provision there are planned weekly opportunities linking to our themes/key texts where children can further develop and apply the skills they have learnt during their learning during Art. Children will have daily opportunities to access a variety of materials to create and mark make, both adult-led and child-initiated.

Each half term the children draw their self-portrait. This is used as an informal assessment tool to support children's fine motor and drawing skills.

Brownlow Fold Art Curriculum

In Art, we have 3 areas that each class focus on:

1. Monochromatic (Drawing)
2. Chromatic (Painting)
3. Sculpture

Teaching of Art

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil workbook evidence etc.
- Pupils complete a Green for Growth check at the end of the following term e.g. pupils learn about cool colours and then the following term a retrieval task may be to circle the colours that are cool colours. See example below.
- Finally, children complete work within their independent work books (see examples for KS1 and KS2).

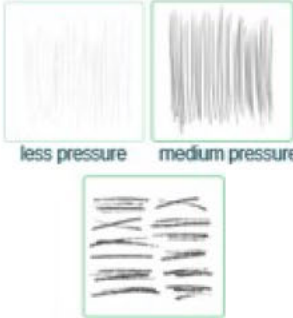


Year One End of Year Expectations

Year One Art End Points What will the children be able to know and do?

Drawing (Monochromatic) What is drawing?	Painting (Chromatic) Does abstract art mean anything?	Sculpture Why do sculptors sculpt?
Practical Skills/Drawing Skills Kow how to use a pencil. Explore pressure and grip. Elements of Art Know the definition of line and shape. Theoretical Knowledge Know art can be displayed in galleries. Disciplinary Knowledge Begin to describe art with appropriate vocabulary Begin to understand that art can cause an emotional response.	Practical Skills/Colour Theory Identify the 3 primary colours, and mix to make secondary colours. Elements of Art Know the definition of line, shape, space and colour. Tools Learn the parts of a brush. Know how to rinse a brush Disciplinary Knowledge Begin to identify abstract and realism paintings. Know that art can have meaning Begin to evaluate own art. Theoretical Knowledge Know about the work of abstract painters. Know that art can be displayed in a gallery, a museum, a sketchbook or a home.	Practical Skills /Clay Techniques/colour theory Shape clay into balls, slabs and coils. Imprint into clay with different objects. Identify and mix the three primary colours to make secondary ones. Tools Control a small paintbrush Disciplinary Knowledge Identify sculptures and non-sculptures. Know some of the reasons people make sculptures. Theoretical Knowledge Know about the work of two craft makers and discuss responses to the work.

Assessment- Green for Growth Check

Green for Growth Questions for Monochromatic Y1		
1. Complete the sentences	2. In art, value means how light or dark we make a colour. Can you use your pencil to make 4 different tones (colours)?	3. Match the definitions
The tip of the pencil is made from <u>graphite</u> The wooden part of the pencil is called <u>the body</u> Some pencils have a <u>rubber</u>		line: when a line creates an enclosed space shape: a drawing made without thinking about it doodle: the path left behind, after our dot has gone for a walk
4. How can we describe the drawings by Mr Doodle?	5. Which artwork is by Christa Rineveld?	6. Can you demonstrate different amounts of pressure whilst drawing lines?
Various answers _____ _____ _____ _____ _____ _____ _____	 A ☐ B ☒	 less pressure medium pressure more pressure

Sketchbooks



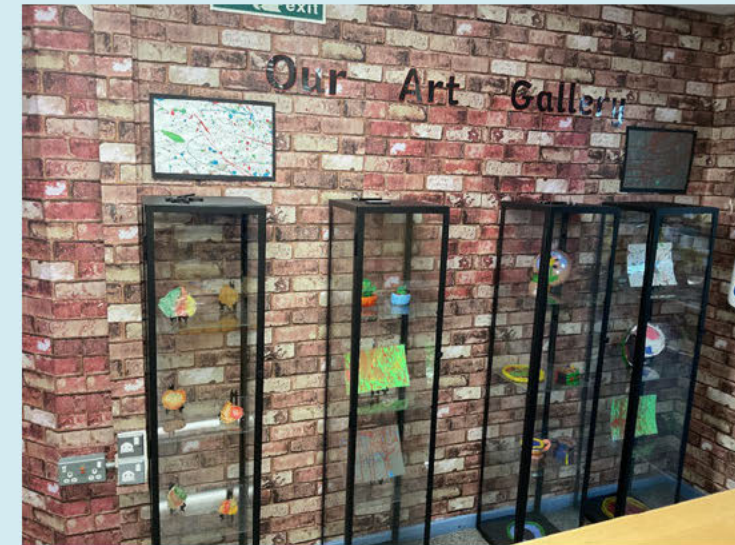
- At Brownlow Fold, children are expected to show their best presentation within all subjects. In Art, children have individual sketchbooks that they use to experiment and create their artwork within.
- Children are expected to use their sketchbook in an experimental manner. Errors and mistakes are welcomed!
- When the unit is finished, during the following half term all children will complete a Green For Growth check where the questions are linked to the learning from that unit. This is used as an assessment tool.

Brownlow Fold Art Gallery

We have recently dedicated the end of the corridor outside the hall to our Brownlow Fold Art Gallery.

Here children have the opportunity to display their artwork in the glass displays or up on the wall.

This is a good opportunity for children to have the experience of being an artist with their artwork on show.



Home learning

- Children have weekly homework.
- Some classes may have homework linked to their Art learning.
- We encourage your child to access art as much as possible. It is a lovely way to display work as an alternative to writing. For some children this is more beneficial.

Art Champions

Brownlow Fold Primary School

Pupil Roles and Responsibilities

Vacancy



Arts Champions

Do you have what it takes to be a Brownlow Fold Arts Champion?



Main purposes of the job

To work with a member of staff to promote a love of the Arts throughout school

Main responsibilities and tasks

To speak with the other children to find out their views

To feedback pupil views to the Head teacher and Senior Leadership Team

To meet regularly and focus on ways in which to promote a 'Love of the Arts' in school.

Experience

Experience of talking to others and sharing viewpoints

Experience and a love of the Arts

Knowledge, Skills and Abilities

Can work as part of a team

Ability to communicate to large groups confidently

Ability to promote the Arts throughout school

You must be in Year Three, Year Four, Year Five or Year Six to apply for this role

If you think that you have the necessary skills to do this role then please take an application form and complete it.

Please give your completed form to your class teacher.

Mrs Cheung will look at all applications together with the person responsible for overseeing each role in school. Good Luck

Art Day

All classes will be delivering an Art day on **Thursday 23rd October 2025**.

The focus will be linked to Black History Month. Each class will be celebrating the work of famous black artists or artwork and producing their own work in the style of their artist.

All classes will display their art work so that it can be shared with parents at the end of the day at **3.15.p.m once you have collected your child**.

