INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject		Relevant Curriculum Statements	Related Vocabulary
ART - PAINTING	EYFS	"They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions"	Colour (T1) Bright (T1) Dull (T1)
	KS1	"To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space."	Highlights (T2) Strokes (T2) Lowlights (T2)
	KS2	"To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials."	Tone (T2) Depth (T2) Realism (T3)

SCHOOL AIMS
Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.
- ✓ **Respect**
- ☐ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES
- ✓ Democracy.
- ✓ The rule of law.
- ☐ Individual liberty.
- ✓ Mutual respect.
- ☐ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL
Children may demonstrate knowledge of the history of portraiture, and its impact and significance in socio-economic representation in Britain and the World. They will be able to recall examples of great portraiture, and some of the techniques used in creating these pieces.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?
A whole school art project, culminating in a series of portraits of the Skidby Windmill. Each year group will individually produce their own version of the local community landmark, Skidby Windmill.

What sequence of activity and pedagogy will be undertaken?
EYFS: Paint can be applied evenly and with some accuracy to create a finished product representing something from the real world.
Year 1: Paint can be applied evenly, accurately and consistently to create a finished product representing something from the real world.
Year 2: Paint can be applied accurately and consistently including some emergent highlights and lowlights representing depth in the real world.
Year 3: consistent and accurate painting coupled with a growing understanding of depth and tone results in a sophisticated representation of the real world.
Year 4: Consistent and accurate painting coupled with a growing understanding of depth and tone results in a sophisticated representation of the real world with increasing independence.
Year 5: Observational painting is accurate with highlights and lowlights used to create increasingly convincing depth, texture and realism.
Year 6: Painting evidences convincing scale, depth, texture and tone through the majority of a piece.
Mastery: Painting evidences consistently convincing scale, depth, texture, and tone throughout a piece.

IMPACT

What knowledge will the children have embedded?
Children will be able to recall and demonstrate the skills required to produce their portrait. They will be able to explain the correct way to hold a paintbrush, how to select appropriate colours and apply paint to achieve a desired effect. They will recall examples of portraiture and know the techniques used in these examples.

What retention may be demonstrated?
Here are some example questions that may be used to assess children's understanding.
EYFS: Can you tell me about your painting? What does it show?
KS1: How do you hold a paintbrush when painting? What does highlight mean?
KS2: How do you show depth in painting? How would you demonstrate depth in painting?