









Freegrounds Infant School - Our Curriculum

What are we trying to achieve?	Our Vision	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.								
	Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.						
	Our Values	Independence		Respect	Teamwork	Thinking	Engagement	Motivation						
How do we implement this?	Our teaching intentions	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.		Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.		Classroom environment inspires and motivates all children.						
	Effective teaching	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning.	All adults have high expectations and provide challenge for all, with support when necessary.		Teachers employ skilful and effective questioning to check and deepen understanding.		Teachers use a range of flexible and responsive strategies.						
	Assessment for learning	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.		Purposeful internal and external moderation to inform professional discussions.		Clear learning intentions and success criteria are shared with children and understood by all.							
	Organisation	Units of work are based on key questions and cross-curriculum themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.	Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.						
	EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World				Expressive Arts and Design (EAD)			
		PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology	Music
What is the impact?	An inclusive curriculum for all	An inspiring and challenging curriculum for all.		Teaching that is consistently good or better for all pupil groups.		High levels of attainment and progress.		Positive climate for learners in all classrooms.		Children who are fluent in the language of learning.				
	Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?	Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?	High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?	Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?								

EYFS Art and Design Skills Overview

Focus	Expressive Arts and Design	Physical Development
3-4 year olds	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
Reception	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
Early Learning Goal	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Early Years Art and Design Skills Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	 <i>Super me!</i>	 <i>Colours</i>	 <i>Explorers</i>	 <i>Amazing Animals</i>	 <i>Come outside!</i>	 <i>A Ticket to Ride!</i>
Focus	Printing linked to potato printing.	-Paint and Colour Mixing focus	Drawing focus, fossils or fruit	-Clay hedgehogs	-Collage (in the style of the illustrations from 'A Tiny Seed', including digital media, creating their own patterned paper. -Year group collective collage (recycling)	Textiles focus- weaving, year group sunshades/canopies.
Specific element skills.	<ul style="list-style-type: none"> •use a variety of printing tools to explore effects. •load an object and print with it. •make rubbings from textured surfaces. •recognise pattern in natural and man-made objects. 	<ul style="list-style-type: none"> •enjoy using a variety of tools to make marks (sponges, brushes, fingers, twigs etc) •explore the effects of colour and mixing colours •recognise and name primary and secondary colours 	<ul style="list-style-type: none"> •enjoy using a variety of media (pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages) •hold and control a variety of media to make and repeat various lines and marks •make marks on different surfaces •use lines to create shape, pattern and texture •use a comfortable grip when holding pens and pencils. 	<ul style="list-style-type: none"> •explore a variety of malleable media (clay, salt dough, paper mache, plastecine) •mould and create simple shapes from malleable materials •use simple tools to cut, shape and impress patterns and textures in a range of materials 	<ul style="list-style-type: none"> •explore and experiment with a range of collage materials and textures •cut and tear materials •develop small motor skills so they can use a range of tools competently and safely •create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> •explore, collect and sort fabrics into colours and textures. •thread beads onto lace or string •develop small motor skills so they can use a range of tools competently and safely (hold scissors and cut fabric and threads)

Year 1 Art and Design Skills Overview

Term	Autumn	Spring 1	Summer 1	Summer 2	Summer 2
Topic	New Beginnings	What big eyes you've got! Pets/animals	Through the Keyhole	Fire, Fire!	Let it Grow
Focus	Self - portraits . Drawing and digital Media	Animals Animals: Eric Carle Drawing, painting, textiles, collage	Tim Hopgood: Here Comes Frankie Colour mixing, painting, printing	Drawing, painting and collage	Observational Drawing 3D Sculpture-Clay Leaves, Katie Malone
Specific element skills.	<ul style="list-style-type: none"> - use a paint program to explore line, colour, shape and texture. - experiment with a variety of media (pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages) - use digital cameras to record my work and work of others. - develop a range of tone using a pencil, exploring techniques such as hatching, scribbling, stippling and blending. 	<ul style="list-style-type: none"> - sort and group materials for different purposes eg: colour, texture - work on different scales - cut straight and curved lines from a range of materials with some accuracy - begin to apply adhesive to a range of materials and stick them down with some accuracy - use lines and marks to create an increasing range of shapes, patterns and textures - experiment with the effects of different brush sizes and tools - mix primary colours to make secondary colours 	<ul style="list-style-type: none"> -take rubbings showing a range of patterns and textures. - explore and create different patterns by printing with a range of objects. - explore different printing techniques, including simple block printing and relief - experiment with the effects of different brush sizes and tools - mix primary colours to make secondary colours - make colours lighter and darker (hues)(without the use of black or white 	<ul style="list-style-type: none"> -experiment with a variety of media (pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages) -control the types of marks made with different media on a range of surfaces - develop a range of tone using a pencil, exploring techniques such as hatching, scribbling, stippling and blending - cut straight and curved lines from a range of materials with some accuracy - begin to apply adhesive to a range of materials and stick them down with some accuracy 	<ul style="list-style-type: none"> - use lines and marks to create an increasing range of shapes, patterns and textures -shape and model materials for a purpose. Eg: pot, tile from observation, items from imagination. - manipulate malleable materials in a variety of ways including: rolling, pinching and kneading. -use tools and equipment safely and in the correct way.
Generating Ideas	<ul style="list-style-type: none"> -recognise that ideas can be expressed in art work -experiment with an open mind 	<ul style="list-style-type: none"> -experiment with an open mind 	<ul style="list-style-type: none"> -recognise that ideas can be expressed in art work 	<ul style="list-style-type: none"> -experiment with an open mind 	<ul style="list-style-type: none"> -recognise that ideas can be expressed in art work -experiment with an open mind
Making	<ul style="list-style-type: none"> -use materials purposefully to achieve particular characteristics or qualities 	<ul style="list-style-type: none"> -explore a range of materials and processes 	<ul style="list-style-type: none"> -explore a range of materials and processes 	<ul style="list-style-type: none"> -use materials purposefully to achieve particular characteristics or qualities 	<ul style="list-style-type: none"> -explore a range of materials and processes
Evaluating	<ul style="list-style-type: none"> -show an interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> -show an interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> -show an interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> -show an interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> -show an interest in and describe what they think about the work of others
Knowledge and understanding.	<ul style="list-style-type: none"> -know how to recognise and describe some simple characteristics of different kinds of art, craft and design -know the names of the tools, techniques and some of the formal elements (colours, shapes, tones etc.) that they use 	<ul style="list-style-type: none"> know the names of the tools, techniques and some of the formal elements (colours, shapes, tones etc.) that they use 	<ul style="list-style-type: none"> -know how to recognise and describe some simple characteristics of different kinds of art, craft and design -know the names of the tools, techniques and some of the formal elements (colours, shapes, tones etc.) that they use 	<ul style="list-style-type: none"> -know the names of the tools, techniques and some of the formal elements (colours, shapes, tones etc.) that they use Aut 1 	<ul style="list-style-type: none"> -know how to recognise and describe some simple characteristics of different kinds of art, craft and design

Year 2 Art and Design Skills Overview

Term	Autumn	Spring		Summer	
Topic	Reach for the Stars	Around the World	Unsinkable	Bees, seeds and enmpous trees	Brilliant Brazil
Focus	Van Gogh Starry Night, Drawing, painting, collage	Nedible tribal patterns, painting, printing.	Drawing and Painting (tints and tones) Edward D Walker	Textiles and Collage Barbara Shaw	3d sculptures, drawing and painting, Henri Rousseau
Specific element skills.	<p>Recap year 1 skills and</p> <ul style="list-style-type: none"> - control the types of marks made with a range of painting techniques eg layering, mixing media and adding texture - 'colour in' accurately with paint as well as drawing materials - create paintings to show increasing detail, context and use of visual elements <p>- with support use online galleries to look at work of artists</p>	<ul style="list-style-type: none"> -control the types of marks made with a range of painting techniques eg layering, mixing media and adding texture -mix primary and secondary colours to explore the colour wheel and spectrum -experience colouring fabric by printing or dipping. -explore and create different patterns by choosing appropriate objects to create effect. -explore pattern and shape by using techniques such as layering. - carry out different printing techniques, including mono printing, block printing and resist printing. 	<ul style="list-style-type: none"> -select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages -control the types of marks made with different media on a range of surfaces -produce a range of Expanding patterns using different techniques -investigate tone by drawing light/dark lines, patterns and shapes -control the types of marks made with a range of painting techniques eg layering, mixing media and adding texture -mix primary and secondary colours to explore the colour wheel and spectrum -experiment with tints (adding white) and shades (adding black) 	<ul style="list-style-type: none"> -sort and group materials for different purposes eg: colour, texture -select materials which are most effective for collage -work on different scales -fold, crumple, tear and overlap materials -select the most appropriate adhesive to use -embellish a basic collage using a range of media -tie knots and stitch with control -use stitching techniques and objects to embellish a piece of fabric -use a digital camera to take appropriate pictures for a purpose. Eg: patterns in nature. 	<ul style="list-style-type: none"> - manipulate materials for a variety of purposes. Eg coil pots, models, textured relief - impress and apply simple decoration techniques; impressed, painted, applied - select the most appropriate tools and equipment and use with increasing confidence
Generating Ideas	<ul style="list-style-type: none"> -try out different activities and make sensible choices about what to do next -record ideas and experiences independently 	<ul style="list-style-type: none"> -record ideas and experiences independently 	<ul style="list-style-type: none"> -try out different activities and make sensible choices about what to do next -record ideas and experiences independently 	<ul style="list-style-type: none"> -try out different activities and make sensible choices about what to do next 	<ul style="list-style-type: none"> -try out different activities and make sensible choices about what to do next -record ideas and experiences independently
Making	<ul style="list-style-type: none"> -choose to use particular techniques for a given purpose -develop and exercise some care and control over the range of materials they use 	<ul style="list-style-type: none"> -develop and exercise some care and control over the range of materials they use 	<ul style="list-style-type: none"> -choose to use particular techniques for a given purpose 	<ul style="list-style-type: none"> -develop and exercise some care and control over the range of materials they use 	<ul style="list-style-type: none"> -choose to use particular techniques for a given purpose -develop and exercise some care and control over the range of materials they use
Evaluating	<ul style="list-style-type: none"> -express preferences when looking at creative work give some reasons for these 	<ul style="list-style-type: none"> -express preferences when looking at creative work give some reasons for these 			<ul style="list-style-type: none"> -express preferences when looking at creative work give some reasons for these

<p>Knowledge and understanding.</p>	<p>-to be able to talk about the materials, techniques and processes that have been used in their own and others work use an appropriate vocabulary and terminology to do this</p>	<p>-to be able to talk about the materials, techniques and processes that have been used in their own and others work use an appropriate vocabulary and terminology to do this -know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p>	<p>-to be able to talk about the materials, techniques and processes that have been used in their own and others work use an appropriate vocabulary and terminology to do this</p>	<p>-know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p>	<p>-to be able to talk about the materials, techniques and processes that have been used in their own and others work use an appropriate vocabulary and terminology to do this -know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p>
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Year 1 Language Overview: Art and Design

Term	Autumn 1		Spring 1	Summer 1	Summer 1	Summer 2
Project and skill	New beginnings Self portraits, drawing and digital media		What big eyes you have! Drawing, textiles, painting, collage	Through the keyhole Printing, painting, colour mixing	Fire, Fire! Drawing, painting and collage	Let it grow! Drawing, 3D sculpture
Previously learnt vocabulary – Tier 1	picture draw me line facial features shape colour program paint	straight curved scribble thick thin picture object shape pencil colour	shape line form colour collage cut tear rip paper card paint brush	Print press pattern repeat line shape colour	Line, straight, curved, scribble thick, thin, picture, shape pencil, colour, sketch, draw, light dark charcoal	Clay mould shape squash squeeze pinch roll thin thick flat join build twist cut make
Taught during the topic – Tier 2	shade self-portrait, media sketch hatching, scribbling stippling blending create HB B H	Image shade media create observe	mixed media artist painter theme fold straight curved water colour mix brush stroke mix	stamping rubbing match image print block relief design light dark primary colours secondary colours tone shade warm bright	Image Smudge layer build mixed media artist painter theme fold straight curved	2D 3D impress apply coil technique form
Deeper Learning vocabulary – Tier 3	tone light dark pattern graphics image representation		illustrator	vibrant pastel layering composition representation contrast design	background foreground	manipulate texture representation sculpt

Year 2 Language Overview: Art and Design

Term	Reach for the Stars	Around the World	Unsinkable	Bees, seeds and enprmpous trees	Brilliant Brazil
Project and skill	Van Gogh Starry Night, Drawing, painting, collage	Ndebele tribal patterns, painting, printing.	Drawing and Painting (tints and tones) Edward D Walker	Textiles and Collage Barbara Shaw	3d sculptures, drawing and painting, Henri Rousseau
Previously learnt vocabulary – Tier 1	layer build cut tear paper card material rip fold create image mixed media paint brush stroke watercolour	stamping rubbing match image print block relief light dark primary colours secondary colours tone shade bright bold colours pattern symmetry meaning fabric cloth	light dark primary colours secondary colours wash background	fabric sew cut curved layer straight thick thin	manipulate texture representation sculpt glue paste mix cut tear smooth
Taught during the topic – Tier 2	foreground background compose gather concertina overlap combine technique texture assemble acrylic bold stroke dabbled impressionist	vibrant composition representation contrast design Ndebele tint image tribal opposite natural bold culture calico cotton inspiration	composition representation contrast design tint tone hues palette	overlap combine technique texture assemble embelish	composition detail protruding definition scale proportion accurate mould modelling
Deeper Learning vocabulary – Tier 3		etching linoprint screenprint monoprint representation contrasting complimentary resemblance likeness pigment	exhibit	montage tactile define portray	paper mache pedestal contour

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: Art and Design

At Freegrounds Infant School we provide an Art and Design curriculum which is inclusive and accessible for all children, regardless of ethnicity, gender or disability. We aim to enable our children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We strongly believe that art, craft and design embody some of the highest forms of human creativity. Art helps children to express emotions, see the world imaginatively and enriches their lives. Our Art curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

At Freegrounds Infants School we link learning through a range of topics, which give children the essential characteristics to help them to become artists. Our integrated curriculum allows children to develop the skills in drawing, painting, sculpture and other art, craft and design techniques whilst at the same time exploring and evaluating the works of a range of great artists, craft makers and designers of both the past and present.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences. Our intention is to develop confident, enthusiastic and creative individuals who are able to express their own ideas and opinions. We want our children to be able to evaluate their own ideas and to value and appreciate the contributions of others.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: Art and Design

At Freegrounds Infant School we have high standards of what the children can achieve and by teaching a wide variety of techniques we encourage the children to produce works of art that challenge and extend their knowledge and abilities therefore providing a sense of achievement, satisfaction and joy. We aim to challenge, motivate and involve all learners and through Art lessons, teachers will encourage all children to develop a growth mindset.

Art is taught through our topics, focusing on the knowledge, skills and understanding outlined in the National Curriculum. The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression in skills. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by.

Children are given opportunities to experience using a range of materials and processes and to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, collage, textiles and sculpture.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources and first hand experiences which are used to develop the children's abilities to explore, consider reflect and review their own and other's art work.

CURRICULUM IMPACT

Subject Name: Art and Design

The high-quality Art and Design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design.

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were created.

Regular monitoring of Art and Design by the Art leader measures standards and the impact of our curriculum through pupil conferencing, sketchbook monitoring and IRIS observations and reflections on teaching and learning. Assessment opportunities have been mapped against learning outcomes to ensure the progress children make is tracked. Displays across the school, work in sketchbooks and photographs of learning reflect the pride and demonstrate the creative outcomes across the wider curriculum whilst also celebrate the achievements of all children.

We want our children to have thoroughly enjoyed learning about Art and Design and to have personally developed in creativity, independence, judgement and self-reflection. This will enable them to undertake new life experiences, both now and in the future.

On leaving Freegrounds Infant school we want our children to be passionate and successful artists, keen to express their ideas. We also want them to develop an appreciation of Art and Design and know how it both reflects and shapes our history, and contributes to the culture, creativity, wealth and wellbeing of our lives and nation.

