Freegrounds Infant School
'Building the future together'

Intent

At Freegrounds Infant School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We believe every child is an artist and our Art curriculum aims to inspire creativity, curiosity and self-expression while developing the knowledge, skills and confidence children need to communicate their ideas visually.

Through a rich and progressive curriculum, children will explore Art and Design in a variety of forms and create their own works of art from a multitude of starting points. The children's experiences of Art are enriched by learning about a range of artists and designers (past and present), techniques, materials and cultures, enabling them to appreciate the diverse ways art enriches our lives.

We want all children to develop a love of art, take pride in their creations and understand that artistic success comes through experimentation, resilience and reflection. We aim to ensure that all children are given high-quality experiences.

Implementation

We plan for Art using two core documents: Statutory Framework for The Early Years Foundation Stage and The National Curriculum Programme of Study for Art. Our curriculum document outlines how Key Stage One integrates Art through a variety of exciting and motivating projects.

In the Early Years Foundation Stage the children are given lots of opportunities to undertake expressive art and design. They take part in first hand experiences that encourage exploration of mixed media and materials through a combination of child initiated and adult directed activities. Enhancements and further activities relating to themes are provided by the teachers to ensure that the children have a wide range of activities indoors and outdoors to enable them to explore experiment and create.

All children are taught key vocabulary in relation to Art and they are expected to use this vocab to talk about their own and others Art work. Oracy is a key feature of Art as children learn the skill of how to give feedback to others and evaluate their own work.

Art is taught through carefully planned units linked to projects which makes the learning more meaningful. Three units each year incorporate opportunities to revisit core skills and build progressively on prior learning across EYFS and Key Stage 1. Through quality first teaching, children are given opportunities to explore drawing, painting, printing, sculpture, textiles and collage, developing both technical skills and creative thinking.

Learning is enriched through the study of significant artists, craftspeople and designers, helping children to understand how art reflects different cultures, experiences and periods of history. These skills and techniques are documented in their sketch books so that every child can see the progress they are making and to refer back to previous skills to support new learning.

Lessons provide opportunities for children to:

- Explore and experiment with a variety of materials and tools.
- Develop subject-specific vocabulary and artistic techniques.
- Observe, discuss and evaluate artwork, including their own and that of others.
- Record ideas through sketching, planning and making.
- Express themselves creatively while developing fine motor skills and confidence.

Teachers model techniques explicitly and encourage children to take risks, make choices and reflect on their creative journey. Art is celebrated throughout the school through displays, shared outcomes and cross-curricular links that inspire children to see themselves as artists.

Impact

Children leave Key Stage 1 with a secure foundation of artistic knowledge and skills, alongside a genuine enjoyment of creative expression. They can confidently use a range of materials and techniques, discuss artwork using appropriate vocabulary and explain their own artistic choices. Through engaging with art from different cultures and traditions, children develop an appreciation of diversity and creativity in the wider world.

The impact of our curriculum is evident in:

- High-quality artwork that demonstrates progression in skills and knowledge.
- Children who are enthusiastic, engaged and proud of their creative achievements.
- Increased confidence in expressing ideas and emotions through art.
- Improved fine motor control and observational skills.
- Children who can talk knowledgeably about artists, techniques and their own learning journey.

Ultimately, our art curriculum nurtures creative, reflective and confident learners who understand the value of art and design in both their education and everyday lives.

Freegrounds Infant School: Art & Design Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How do I get home?	**Building the best**	**The Sea**	**The Sea**	**Save the planet**	**Brilliant Brazil**
Yr 1 & 2	*Self portraits*		**Textiles: Weaving and colour** Artist Study: Anni Albers, Gunta Stolzi and Mark Rothko	**Painting and drawing** Tints and shades Titanic Artist Study: Edward D Walker	**Sculpture and drawing** Artist Study: Michelle Reader, Andy Goldsworthy	*Rainforest mixed media pictures*

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Let it shine!	**Winter**	**What big eyes you've got!**	**Let it Grow!**	**Explorers/Kings and Queens**	**I spy**
Yr 1 & 2	**Collage and sculpture** Collaborative stained glass windows Artist study: Louis Tiffany Clay Diva pots	*Observational sketching of winter trees*	*Fairytale character painting linked to moving pictures in DT*	*Flower, fruit and veg painting*	**Printing and painting** Artist study: Cath Kidston	**Drawing and painting** Shell observational drawing Artist study: Alfred Wallis. Georgia O'Keefe

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for art & design

Freegrounds Infant School: Art & Design Progression of Skills & Knowledge

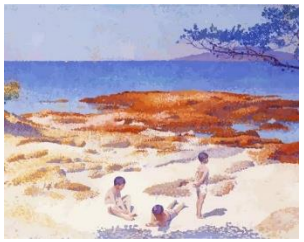
Key Stage 1	
Disciplinary	Substantive
Exploring. Evaluating and developing	
Explore a range of materials, tools and techniques. • Investigate how materials can be changed and manipulated. • Experiment with colour, line, shape, form, pattern and texture. • Observe the world around them closely to gather ideas. • Explore the work of artists, craftspeople and designers. • Ask questions about artworks and artistic processes. **Use materials and tools with increasing control.** • Select materials, techniques and processes for a purpose. • Build on previous explorations and experiences. • Develop observations, ideas and imagination into artwork. • Adapt and refine their work during the creative process. • Make choices about colour, shape, pattern, texture and composition. • Communicate ideas through artistic outcomes. L**ook carefully at their own artwork and the work of others.** • Describe what they see using artistic vocabulary. • Express preferences and explain their opinions. • Discuss colours, materials, techniques and processes used in artwork. • Identify what has been successful in their work. • Reflect on challenges and what they have learned. • Suggest ways artwork could be developed or improved.	• Different materials, tools and techniques create different effects. • Artists investigate colours, textures, patterns, shapes and lines. • Artists explore materials, techniques and ideas to discover possibilities. • Artists develop artwork by refining ideas, making choices and adapting their work. • Artists reflect on their own work. • Artists look carefully at the work of others. • Creative work can be discussed using artistic vocabulary.
Drawing	
• Explore a range of drawing materials, including pencils, charcoal, chalk, pens and crayons. • Explore line, shape, pattern and texture through drawing. • Observe objects, images and natural forms closely before drawing. Draw from observation, experience and imaginations. • Experiment with drawing on different surfaces and at different scales. • Explore the work of artists and discuss how they use drawing. • Use a variety of lines, including straight, curved, thick, thin, wavy and zig-zag. • Develop increasing control when using drawing tools. • Select appropriate drawing materials for a chosen purpose.	• Lines can be thick, thin, straight, curved, wavy or zig-zag. • Different lines create different visual effects. • Shapes can be geometric or organic. • Shapes can be used to create pictures and patterns. • Different drawing tools create different marks. • Pencils, charcoal, chalk and pastels have different properties

Painting	
• Explore a range of painting tools, including different brushes, sponges and printing tools. Know the names of the primary and secondary colours. • Experiment the primary colours to discover what happens when colours are mixed. • Investigate how different brushstrokes create different effects. • Observe and discuss the colours and techniques used by artists. • Experiment with applying paint in different ways, including dabbing, sweeping, stippling and layering. • Explore painting on different surfaces and scales. • Mix colours purposefully to create secondary colours. • Use brushes with increasing control to create different lines, shapes and patterns. • Apply paint using a range of techniques to achieve a desired effect. • Select colours and tools appropriate to their ideas.	• Primary colours are red, blue and yellow. • Secondary colours are green, orange and purple. • Colours can be mixed to create new colours. • Adding black can change the shade of a colour • Adding white changes the tint of a colour. • Colours can be warm or cool. • Artists use colour to create mood and effect. • Brushes come in different sizes. • Paint can be applied in different ways. • Water affects paint consistency.
Collage	
• Explore a range of collage materials, including paper, fabric, natural materials and recycled materials. • Investigate different ways of manipulating materials by tearing, cutting, folding, crumpling and layering. • Explore colour, texture, shape and pattern through collage. • Experiment with arranging materials before fixing them in place. • Observe and discuss the collage work of artists and designers. • Explore how different materials create different visual effects. • Select materials purposefully based on colour, texture or shape. • Arrange and layer materials to create images and patterns. • Use tearing, cutting and overlapping techniques with increasing control. • Develop ideas through experimenting with different compositions. • Combine materials to communicate ideas and represent observations or imagination. • Refine collage work by adapting the placement, size or arrangement of materials. • Build on previous explorations to create more thoughtful outcomes.	• A collage is an artwork made by arranging and attaching different materials to a surface. • Collages can be made from paper, fabric, photographs, natural materials and recycled materials. • Different materials have different colours, textures and qualities. • Artists select materials for a particular purpose or effect • Layering means placing one material on top of another. • Layers can create texture, pattern and depth.
Textiles	

• Explore a range of textile materials and describe their different qualities using appropriate vocabulary (e.g. soft, rough, smooth, stretchy). • Ask questions about how textile products have been made and what they are used for. • Investigate patterns, colours and textures found in textiles from different cultures and contexts. • Use textiles safely and purposefully to create images, patterns and simple products.	• Materials can be cut, torn, layered and joined. • Different fabrics have different textures and uses. • Weaving is the process of crossing materials over and under each other. • Woven fabrics are made from vertical and horizontal threads. • A loom is used to help create woven textiles. • Different coloured or textured materials can be woven together to create patterns
Sculpture/3D form	
• Explore a range of 3D materials, including clay, playdough, paper, card, wire and recycled materials. • Investigate how materials can be manipulated by rolling, pinching, twisting, bending, folding and joining. • Explore form, shape, texture and space through practical experimentation. • Explore how artists use materials to create different effects. • Experiment with different joining and construction methods. • Shape and manipulate materials with increasing control. • Use techniques such as rolling, pinching, coiling, folding, bending and joining to create forms. • Select materials appropriate to their ideas and intended outcome. • Develop ideas through construction and modelling.	• Sculpture and 3D work have height, width and depth. • Objects can be represented in different sizes and positions. • Materials can be joined, rolled, twisted, bent and shaped. • Clay and other materials can be manipulated in different ways. • A sculptor is an artist who creates sculptures. • Sculptors work in different styles and use different materials.
Printing	
• Explore a range of objects, tools and materials that can be used for printing. • Investigate the marks, patterns and textures created by different printing tools. • Experiment with printing using natural and man-made objects. • Explore colour, shape, pattern and texture through printmaking. • Observe and discuss the work of printmakers and designers. • Investigate how repeated prints can create patterns and designs. • Explore printing on different surfaces and with different materials. • Apply paint or ink with increasing control. • Create repeated patterns using printing techniques. • Select appropriate tools and materials for a desired effect. • Use a range of printing methods, such as stamping, mono-printing and simple block printing. • Develop ideas through experimentation and repeated printing. • Adapt and refine prints by changing colours, tools or techniques.	• Prints are created from a repeated surface or block. • Patterns can be repeated through printing • Printing is the process of transferring an image, pattern or design from one surface to another. • Printing has been used by artists, craftspeople and designers for many years. • Prints can be repeated multiple times to create patterns and designs. • Different printing methods create different effects. • There are different types of printing. • A mono-print creates a single unique print. • Block printing uses a raised surface to transfer an image. • Resist printing can be used to create patterns on fabric

• Combine printed shapes, textures and patterns to communicate ideas. • Create prints inspired by observation, imagination or artists' work.	

Freegrounds Infant School: Art & Design Focus Artists & Outcomes

<table>
<tr><th colspan="6">Key Stage 1</th></tr>
<tr><th colspan="3">Cycle A</th><th colspan="3">Cycle B</th></tr>
<tr><td colspan="3">Artists, craft makers and Designers</td><td colspan="3">Artists, Craft Makers and Designers</td></tr>
<tr><td>Textiles: Weaving</td><td>Painting and Drawing</td><td>3D form/Sculpture</td><td>Collage/3D form(clay)</td><td>Printing and painting</td><td>Painting and drawing</td></tr>
<tr><td>• Anni Albers
• Gunta Stolzi
• Mark Rothko</td><td>• Edward D Walker</td><td>• Andy Goldsworthy
• Michelle Reader</td><td>• Louis Tiffany
• Marc Chagall
• Henri Matisse</td><td>• Cath Kidston?
• Any Warhol
• William Morris
• Orla Kiely</td><td>• Alfred Wallis
• Georgia O’Keefe
• Henri Edmund Cross</td></tr>
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<tr><td colspan="3">Possible outcomes</td><td colspan="3">Possible outcomes</td></tr>
<tr><td>• Paper weaving mats
• Fabric colour themed landscape piece.</td><td>• Tints and shades strips
• Titanic drawings
• Final piece of</td><td>• Natural sculptures
• Paper sculptures
• Junk model flowers</td><td>• Diva pot
• Collaborative stained glass windows</td><td>• Printed bags
• King Charles prints.
• Monoprints
• Colour mixing</td><td>• Observational drawings of shells
• Beach scene paintings.</td></tr>
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National Curriculum in England: Art & Design

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1 Subject Content

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.