






**Our School Vision Statement:** At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.**

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> <li>I can tell you what a learner is like</li> <li>I am motivated to explore and find out more</li> <li>I can tell you what I am good at and what I want to get better at</li> <li>I can ask questions and sometimes change my mind in response</li> <li>I can sometimes suggest a solution when talking together to problem solve</li> <li>With support I can plan my learning and make improvements</li> </ul>	 <ul style="list-style-type: none"> <li>I know the class routines and am beginning to know what I am learning</li> <li>I can sustain my attention over time especially when I have chosen the task</li> <li>I can select resources for the task or because I am interested in them</li> <li>I can use a range of large and small resources on my own or with others</li> <li>I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can learn on my own or with others with just a little support</li> <li>I can work in a pair or group with a little support</li> <li>I am beginning to ignore distractions when I am learning</li> <li>I usually make good choices even when others are distracting</li> <li>I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet</li> <li>I can respond well to other ideas and instructions</li> </ul>	<ul style="list-style-type: none"> <li>I often try myself before asking for help</li> <li>I can focus on some tasks and sustain my involvement</li> <li>I recover from my mistakes and accept some suggestions to change approach,</li> <li>I recover quickly from most disappointments</li> <li>I am beginning to enjoy challenge in my learning (being in the pit)</li> <li>I practise until I master some skills and like to finish I task I start</li> </ul>
Y1	<ul style="list-style-type: none"> <li>I know how I learn best</li> <li>I am motivated to learn for myself and to support others</li> <li>I can ask general questions and decide on an enquiry question</li> <li>I know what I am good at and have an idea of what I can't do yet</li> <li>I use talk to refine my ideas</li> <li>I can plan my learning before I start</li> <li>I can respond to ideas to help me improve my learning</li> </ul>	 <ul style="list-style-type: none"> <li>I can use tools (like a visual timetable) to know what I am learning and what is coming next</li> <li>With a little support I can prepare for my learning and make good use of learning time</li> <li>I can select the resource I need for a task and use them safely</li> <li>I can use a wider range of learning resources and vocabulary specific to a subject</li> <li>I listen to others and to instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can usually decide when it is better to work on my own or with others</li> <li>I can usually choose a good partner or group to learn with</li> <li>I understand that sometimes I am the leader and sometimes not</li> <li>I can ignore most distractions and usually make good choices</li> <li>I understand other people's feelings and use Kind Words, Hands, Feet</li> <li>I almost always respond with a good choice</li> </ul>	<ul style="list-style-type: none"> <li>When I start a task I can focus and stay on track</li> <li>I have some strategies to problem solve in my learning</li> <li>I learn from mistakes and can cope with some disappointment</li> <li>I often like to challenge myself and work hard to get out of the learning pit</li> <li>I am getting better at practising until I master new skills and take pride in finishing a task well.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>I always take responsibility for my own learning</li> <li>I am highly motivated to learn and master new things</li> <li>I ask a number of enquiry questions before refining my enquiry focus</li> <li>I can explain in detail what I can and can't do yet</li> <li>I can explain precisely what I am finding difficult in my learning</li> <li>I use talk well to reflect and refine my thinking</li> <li>I make a detailed learning plan</li> <li>I edit and improve before needing support</li> </ul>	<ul style="list-style-type: none"> <li>I always make sure I know what I am learning now and what is next</li> <li>I am well prepared for my learning</li> <li>I am selective over the resources I use choosing what is appropriate for the task</li> <li>I am confident using a range of subject specific resources and vocabulary</li> <li>I am responsible and safe with resources using Kind Hands</li> <li>I know that people are a great resource and listen carefully to ideas and instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I make great decisions about when to work independently or collaboratively</li> <li>I can recognise what makes a good learning partner</li> <li>I work well in a pair or a group where I can cope with being the leader or not the leader</li> <li>I can ignore distractions and make independent choices</li> <li>I treat others with respect using Kind Words, Hands and Feet</li> <li>I always listen to others' ideas and instructions and respond appropriately</li> </ul>	 <ul style="list-style-type: none"> <li>I can start my learning independently</li> <li>I maintain great focus and sustain it over time</li> <li>I have developed strategies which help my learning</li> <li>I learn from mistakes and can cope with disappointment</li> <li>I challenge myself in the learning pit and expect to work hard</li> <li>I have high expectations of myself and enjoy achieving well</li> <li>I keep practising, make edits and improve work</li> <li>I take pride in the learning journey as well as my finished outcomes</li> </ul>

**Curriculum Intent for Art and Design at Crookham Infant School**

*The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning.*

*At Crookham Infant School we offer a coherent structure and sequence of lessons in Art and Design to ensure high quality teaching makes explicit the skills to achieve as a minimum the aims of our National Curriculum. In our long-term planning, progression in knowledge and skills is clear within and across year groups and we draw on the work of experts such as the NSEAD (National Society for Education in Art and Design) to equip our teachers with subject specialist knowledge.*

*Art allows our pupils to express themselves and to communicate in a variety of ways. As the children draw, paint, print or sculpt they refine their learning habits whilst engaging in the creative process from initial idea to critically reviewed and celebrated outcome. Our intention for Art and Design is that all pupils have the opportunity to produce creative, imaginative work which draws inspiration from the world around us and from carefully selected influential and significant artists. Our pupils build knowledge of a variety of art techniques as well as understanding and appreciating the diversity of art. They the opportunity to explore their ideas and record their experiences, as well as examining and evaluating the impact of the work of others. Our pupils take pride in their work: they have the personal satisfaction of creating something uniquely their own. They understand their part in the history of creative expression through the centuries since drawing was one of the earliest forms of communication and expression. They enjoy seeing artwork displayed in school and the locality either physically or digitally.*

*Our Crookham Irresistible Curriculum teaches effective learning habits - resilience, resourcefulness, reciprocity and reflection, encouraging children to identify what a good learner looks like and to have the confidence to engage in deep learning and 'flow'. Applying these learning habits to Art and Design means children become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills e.g. collage, printing, weaving and pattern.*

*As an infant school we embrace our pupil's natural curiosity allowing them to develop their interest in art and design across a series of lessons. Children have the opportunity to ask questions and demonstrate their skills in a variety of ways. Our strongest Art lessons offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Consistent in the school is the use of Floor Books as a key assessment tool to capture our learning, record and inspire pupil voice. Within our Floor Books each topic has a front page where a learning wheel is included demonstrated coverage of knowledge and skills relevant to that unit of work. When a new unit is started, the children get the opportunity to record what they already know and ask any questions that need further study. At the end of each unit the Floor Book becomes the focus for reflection and a check on progression as well as a celebration of achievement. Children can visibly see and share what they have learnt - that they know more and can do more.*

*Each term, complementary to our usual topics, we focus on a whole school Art/Design skill in order to capture and celebrate progress and achievement in a key area of learning. Our learning journey and outcomes are showcased to the whole school and the wider Team Crookham community - parents, governors and local visitors. Our Art and Design curriculum is regularly reviewed and refined to meet the needs of all our pupils. For example, a recent area of improvement for us is to move away from the creation of identical pieces of artwork mimicking the work of a famous artist to instead, looking at exploring line, texture, tone and*

*materials to create our own interpretation of a piece of art. We aim to create several trial attempts before choosing the best technique to use in a final piece of art. In this way our children are modelled and taught concepts, but will have greater autonomy in how they create **their** art work. As part of this process it is important that staff also take part in the exploration and display their own work, supporting the children in understanding the learning habits of an artist.*

### ***Impact of Art and Design at Crookham Infant School***

*All learning at Crookham Infants is designed to inspire children to develop their natural curiosity and to develop their ability and skills within a subject. The children at Crookham Infants enjoy art lessons and the teachers enjoy teaching it. Through review of our Floor Books it is clear that the children spend time working and re-working pieces of art, focusing on details and techniques from their success criteria. Throughout the three years at the school, the children develop their understanding of artists and type of art and gain the ability to talk about what they like and dislike about a piece of art.*

*Throughout their time at Crookham Infants they are nurtured to grow in confidence, to analyse and talk about their art work, considering (using their Reflective Owl skills) what could be improved. Children are taught that it is good to make mistakes and that we are able to challenge ourselves (Tough Tortoise) each and every day to better ourselves in all subjects. The children also have opportunities outside art to develop their art skills whilst looking at their other topics e.g. RE, PSE, English. To further develop their art skills the children love to help create displays and art work for the school and outside environments e.g. Guildford Cathedral.*

*The children are given greater autonomy in the classroom to lead their art work, considering their own style and using what they have been taught to help them with their rationale for why they have chosen certain techniques and style whilst still referring to the original artist.*

*The Subject Leader regularly monitors the Floor Books and art work from around the school to refine the learning and experiences the children have. Subject leads also have regular pupil conferences to help hear the children's views and opinions about the teaching and learning of Art and Design as well as ensuring they make great progress.*

The progression grid below is designed to support any subject teacher of art to ensure progression of skills and knowledge throughout Early Years and Key Stage One.

Art Autumn:	
Learning Habits: Owl Reflectiveness, Squirrel Resourceful, Ant Reciprocity, Tortoise Resilience	
In this unit we will:	Skills:
ELG/NC:	<ul style="list-style-type: none"> <li>- Range of materials -</li> <li>- Range of art techniques -</li> <li>- Finding out about artists -</li> <li>- Using drawing, painting and sculptures -</li> </ul>
	Key Vocabulary:
	<ul style="list-style-type: none"> <li>- Bold</li> <li>- Texture</li> <li>- Tone</li> <li>- Pattern</li> <li>- Shadow</li> <li>- Shade</li> </ul>
<p>Being an Artist</p>	

A blank template of our Floor Book front cover for each unit. This is used in both EYFS and KS1 and is edited by the teacher based on their Medium plan. Dates are added to the wheel when an area is taught and evidenced within the floor books or art folders.

Floor Books and covers are reviewed throughout learning, at the end of the unit and regularly after the unit throughout the school year. Floor books go up with the class each year.

**Art and Design: Age Related Statutory Coverage**

EYFS	Key stage One
<p><b>Expressive Arts and Design (Exploring and Using Media and Materials)</b></p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Arts and Design (Being Imaginative)</b></p>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• 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.</li> </ul>

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Art and Design: Vocabulary Map**

**EYFS**

- Create
- Explore
- Materials
- Colour
- Equipment
- Stencil
- Drawing
- Line
- Colour mixing
- Texture
- Shape
- Darkening
- Easel
- Lightening
- Sponge
- Palette
- Pattern
- Print
- Printing
- Repeated pattern
- Rubbing

**Key Stage One**

- Primary colour
- Secondary colour
- Pastel
- Charcoal
- Colour spectrum
- Predict
- Watercolour
- End piece
- Impressed line
- Overlaying
- Random pattern
- Repeated pattern
- Sculpture form
- Shaping
- Smooth
- Tactile
- Visual Mosaic
- Realism
- Shading
- Renaissance
- Sketch
- Style
- Texture
- Warm colours
- Tone
- Artist
- Abstract
- Era
- Acrylic
- Brushwork
- Canvas
- Portrait
- Landscape
- Colour wheel
- Contemporary
- Pastel colours
- Ephemeral
- Weight

**Key Artists**

**EYFS**

**Key Stage One**

<ul style="list-style-type: none"> <li>• 3D</li> <li>• Junk model</li> <li>• Join</li> <li>• Modelling</li> <li>• Mould</li> <li>• Sculpture</li> <li>• Sculp</li> <li>• Collage</li> <li>• Cut</li> <li>• Overlap</li> <li>• Scrunch</li> <li>• Tear</li> <li>• Artist</li> </ul>	Autumn - Minnie Pwerle  Spring - Kandinsky  Summer - Van Gogh	<b>Year One</b>  Autumn - Picasso  Spring - Gus Russell (local artist)  Summer -
	<b>Year Two</b>  Autumn - Andy Goldsworthy  Spring - Clarice Cliffe and Georgia O'Keefe  Summer -Van Gough	

Progression of skills		
	Learning	Technique
EYFS	<p>Children will learn about what an artist is and will have the opportunity to look at a variety of work from different artists.</p> <p>Children will name a variety of types of art, including sculpture, printing and photography. The children will use visuals to create an understanding of what these techniques are as well as actively having a go.</p> <p>Children will use their noticing skills, built on in other learning, to answer the follow questions:</p> <ul style="list-style-type: none"> <li>- What do you notice?</li> <li>- What do you see?</li> </ul> <p>Children will listen to other opinions and start to form their own opinion about their own artwork; as well as others.</p>	<p>Children will further develop their gross and fine motor skills, exploring with pencils, crayons, chalk, paint and pastels.</p> <p>The children in Early Years will also have the opportunity to use a variety of tools to explore painting, printing and collaging. The children will explore what marks different tools make and will use a variety of objects to create patterns.</p> <p>Children will select their own materials, using their Resourceful Squirrel skills.</p> <p>Children will have the opportunity to look at a variety of photographs of themes events as well as themselves. Children will use play to explore taking photographs.</p>

		<p>Children will start to have opinions of art, saying what is good in their own work and within peers. Children will develop their Team Ant communication skills here.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; ELG EAD/CWM</p>
<p><b>Year One</b></p>	<p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products in two and three dimensions.</p> <p>Explain what he/she likes about the work of others, developing upon their noticing skills based on the main questions:</p> <ul style="list-style-type: none"> <li>- What do you notice?</li> <li>- What do you see?</li> </ul> <p>Know the names of tools, techniques and elements that he/she uses. Selecting the best resource for the job and allowing the children an opportunity to trial a variety of techniques and explain what was the best.</p>	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools, selecting tools that would best help with the artwork.</p> <p>Make structures by joining simple objects together. Using clay to create simple sculptures.</p> <p>Cut, glue and trim material to create images from a variety of media e.g., photocopies, fabric, crepe paper, magazines</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them</p>
<p><b>Year Two</b></p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Select particular techniques to create a product and develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Know that different artistic works are made by craftspeople from different cultures &amp; times.</p>	<p>Experiment with tones using pencils, chalk or charcoal.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Experiment with basic tools on rigid and flexible materials. Using clay to create sculptures that realistically construct a 3D image.</p> <p>Be able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>



		<p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p> <p>Exploring different ways to make art, including Land Art and specific art techniques listed below.</p>
--	--	---

**Examples of Good Practice in specific art and design skills**

	Drawing	Painting	Sculpture	Printing
<b>EYFS</b>	<p>Be spontaneous and expressive in using marks, curves or lines with pencils, pastels and chalk.</p> <p>Begin to show accuracy and care when drawing. (Tortoise)</p> <p>Explore large scale outside drawing on playground.</p> <p>Makes simple representations of objects familiar to them eg. My house, my cat, my family</p>	<p>Use a range of tools including hands to spread paint. Experiment with design and colour.</p> <p>Learn how to take care of our brushes.</p> <p>Name and recognise primary colours.</p> <p>Explore mixing colours.</p> <p>Experience more than one paint type e.g. Poster paint and water colours.</p>	<p>Pull apart and explore building with basic shapes.</p> <p>Experiment with basic tools for a purpose, for example in role play narratives and stories such as the three Billy Goats Gruff.</p> <p>Use rolled up paper, straws, clay.</p> <p>Use rolling and cutting - manipulating playdough.</p>	<p>Use basic tools to print patterns in paint.</p> <p>Explore a simple repeated pattern.</p>
<b>Year One</b>	<p>Use lines to represent objects seen, remembered or imagined.</p> <p>Developing the control of pencil (links to handwriting) creating lines of different thickness in drawings,</p> <p>Explore tone using different grades of pencil, pastel and chalk.</p> <p>Identify and select the best pencil for their work (Resourceful Squirrel)</p>	<p>Use a range of tools including brushes to paint. Selecting the right type of brush - thick or thin brushes etc. (Squirrel)</p> <p>To have some control over the brush.</p> <p>Explore colour mixing. Create pattern using different tools and colours. Children by this stage will be able to name all the primary and secondary colours.</p>	<p>Explore and become aware of form, feel, texture and pattern of objects when building.</p> <p>Select tools with a purpose for use on a variety of materials. (Squirrel)</p> <p>Rolling and carving with clay.</p>	<p>Use single paint or ink colour to print patterns that are random and organised.</p> <p>Develop repeating patterns either overlapping or using two contrasting colours.</p>



<p><b>Year Two</b></p>	<p>Use line and tone to represent objects observed with greater accuracy.</p> <p>Show greater control when using a range of marks and lines to draw or represent shapes seen, remembered or imagined.</p> <p>Adding more detail to pictures, adding shading using the side of their pencil.</p> <p>Extending choice of drawing materials to include charcoals and pastels.</p>	<p>Create more complex patterns with different tools and colours.</p> <p>Choose colours to express mood and feelings.</p> <p>Represent what is observed remembered or imagined in paint.</p> <p>Create some moods in their art by using colour techniques.</p> <p>Look at and ask questions about a piece of artwork. (Owl)</p>	<p>Use a range of tools for a purpose when building.</p> <p>Compare and recreate form and shape in your builds.</p> <p>Create texture, specific patterns or forms using inspiration from environment or from others.</p> <p>Joining two pieces of clay together.</p>	<p>Extend use of printing materials to explore texture and pattern.</p> <p>Create a range of prints and identify where print is evident in the environment, or in printed images.</p>
------------------------	--	---	--	---