



Girnhill Infant School

'Where everyone is valued and futures matter'

Art & Design		
EYFS		
<p>Characteristics of Effective Learning:</p> <p>Playing and Exploring/Engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' <p>Active Learning/Motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and Thinking Critically/Thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 		
Intent	Implementation	Impact
<p>In EYFS at Girnhill Infant School we provide a stimulating and high quality Art & Design Early Years Curriculum by ensuring challenging and playful opportunities across the prime and specific areas of learning and development.</p> <p>At Girnhill Infant School we are ambitious in our expectations of all pupils, ensuring strong cross</p>	<p>Our art and design curriculum enables children to become a developing artist through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine's Principles in action –</p>	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle.</p>



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curricular links are made to develop children holistically:

- Children will be introduced to subject specific vocabulary that an artist would use in order to talk about and evaluate their art work and the work of others.
- Children will interpret and present like an artist in order to explore and record their ideas.
- Children will learn, work and talk like an artist in order to become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Planning:

Art is planned using Early Years Foundation Stage Development Matters, Chris Quigley Key Skills and art progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, skills of making, ideas and evaluation in order to enable children to know more and remember more.

Curriculum:

- They experiment with ways of changing media.
- They safely use and explore a variety of materials, tools and techniques,

1. Daily review which may consist of flashcards to recap previously taught language or definitions
2. Present new material in small steps through a coherent sequence building on prior knowledge
3. Ask questions in relation to the skill or technique being taught, ensuring questions are appropriately pitched and offer a varying degree of complexity in order to meet need
4. Provide models which may consist of providing a practical demonstration of the Art & Design skill or a sequence of photographic steps to success
5. Guide student practice of Art & Design skills and techniques
6. Check for pupils understanding through observing the skill being practised, questioning and use of language to explain and describe the Art & Design process.
7. Obtain a high success rate
8. Provide scaffolds for different tasks through the use of sentence openers to support children to critically evaluate their own and others Art work.



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experimenting with colour, design, texture, form and function.

Research:

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later.
- Language and vocabulary are vital skills in enabling children to understand Art & Design concepts and critically evaluate their art work and the work of others.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of

9. Independent practice of Art & Design skills and techniques
10. Weekly and monthly review which may consist of looking back at products/photographs/learning journey in order to analyse the skill, technique and vocabulary of Art & Design that has been previously taught so that children 'know more and remember more'.

Teaching:

Children are taught a range of art techniques under the principles of the six main art skills (painting, drawing, printing, crafting, sculpting and using technology) in explicit taught sessions. Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Learning Environment:

Learning environments and working walls focus on the Art & Design skills, techniques and Art &



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this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

- A specific teaching sequence is fundamental in Art & Design in order to help children 'know more and remember more' through elements of exploring ideas, recording evidence, producing designs and pieces of work, being proficient in a range of Art & Design techniques, evaluate and analyse creative works using specific Art & Design language and vocabulary.

Design specific vocabulary. Children use these to support their learning and development. REACH questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

Provision & Resources:

Children have a range of art and non-art materials readily available to explore and investigate within their environment.

Staff Knowledge:

Staff have produced and developed EYFS skills continuums for Art & Design skills. These are evident in provision and support staff in resourcing, enhancing and providing children with necessary opportunities to move learning forwards.

Assessment:

Children are assessed against the Expressive Arts and Design Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.



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Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making relationships</p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Self-confidence and self-awareness</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Managing feelings and behaviour</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Listening and attention</p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p>Understanding</p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p>Speaking</p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p>Health and self-care</p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p>Reading</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Writing</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Numbers</p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p>Shape, space and measure</p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p>People and communities</p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p>The world</p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p>Technology</p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p>Exploring and using media and materials</p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p>Being imaginative</p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>



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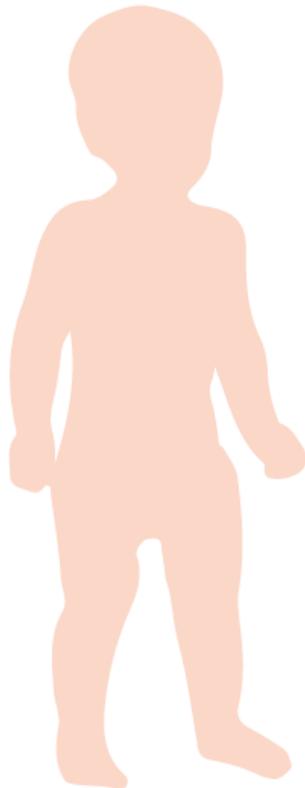
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Exploring and using media materials

Use tools
and materials
safely

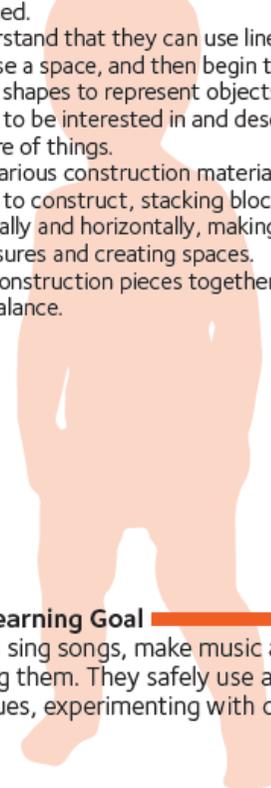
22–36
months

- Experiment with blocks, colours and marks.



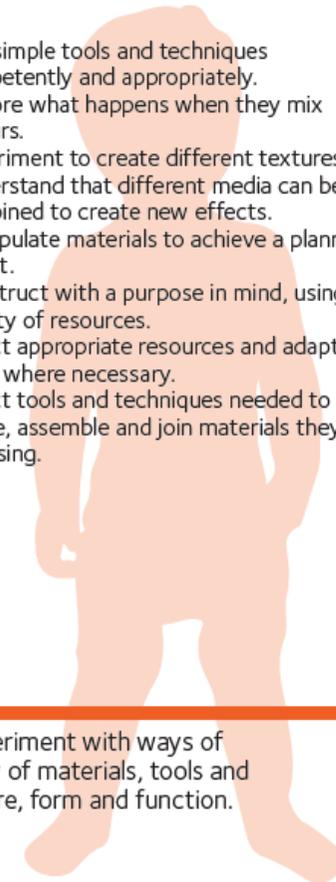
30–50
months

- Realise tools can be used for a purpose.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.



40–60+
months

- Use simple tools and techniques competently and appropriately.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.



Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



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Being imaginative

	22–36 months	30–50 months	40–60+ months
Use media and materials imaginatively	<ul style="list-style-type: none">• Begin to make-believe by pretending.	<ul style="list-style-type: none">• Build stories around toys.• Use available resources to create props to support role-play.	<ul style="list-style-type: none">• Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.• Choose particular colours to use for a purpose.• Introduce a storyline or narrative into their play.• Play alongside other children who are engaged in the same theme.• Play cooperatively as part of a group to develop and act out a narrative.
Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories	<ul style="list-style-type: none">• Begin to use representation to communicate, e.g. drawing a line and saying 'that's me.'	<ul style="list-style-type: none">• Develop preferences for forms of expression.• Use movement to express feelings.• Create movement in response to music.• Sing to themselves and make up simple songs.• Make up rhythms.• Notice what adults do, imitate what is observed, and then do it spontaneously when the adult is not there.• Engage in imaginative role-play based on own first-hand experiences.• Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.	<ul style="list-style-type: none">• Create simple representations of events, people and objects.

Early Learning Goal

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.



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Moving and handling

Handle
equipment and
tools

22–36
months

- Turn pages in a book, sometimes several at once.
- Show control in holding and using jugs, hammers, books and mark-making tools.
- Begin to use three fingers (tripod grip) to hold writing tools.
- Imitate drawing simple shapes such as circles and lines.
- May be beginning to show preference for dominant hand.

30–50
months

- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold pencil near point between first two fingers and thumb and use it with good control.
- Can copy some letters.

40–60+
months

- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



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Art & Design		
KS1		
<p>Aims:</p> <ul style="list-style-type: none"> To provide an Art curriculum which follows the national curriculum and is enhanced through children’s classroom experience. For all children to enjoy and participate in individual and collaborative learning. To promote an Art curriculum which provides engagement, challenge and support for all children. To enable learning experiences which promote independence, co-operation. To have a developing awareness, appreciation and understanding of social, moral, spiritual and cultural. To enhance learning opportunities through appropriate use of ICT. To promote opportunities for children to further develop skills through an extended curriculum. 		
Intent	Implementation	Impact
<p>In Key Stage One at Girnhill Infant School we provide a high-quality art and design education, which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are taught to think critically and evaluate their work and the work of others. Children are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>At Girnhill Infant School we teach Art & Design through the national curriculum setting high ambitions and expectations for all pupils ensuring strong cross curricular links are made.</p>	<p>Our art and design curriculum enables children to become a developing artist through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine’s Principles in action –</p> <ol style="list-style-type: none"> Daily review which may consist of flashcards to recap previously taught language or definitions Present new material in small steps through a coherent sequence building on prior knowledge Ask questions in relation to the skill or technique being taught, ensuring 	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the ‘knowing more and remembering more’ principle and this is also evident through learning journey books.</p> <p>Children have demonstrated that:</p> <ul style="list-style-type: none"> They can use subject specific vocabulary that an artist would use in order to talk about and evaluate their art work and the work of others: <ul style="list-style-type: none"> “Form is a visible shape.” “Sculpting is using shapes.”



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- Children will be introduced to subject specific vocabulary that an artist would use in order to critically analyse and evaluate their art work and the work of others.
- Children will research, interpret and present like an artist in order to explore and record their ideas, knowing about great artists, craft makers and designers.
- Children will learn, work and talk like an artist in order to become proficient in drawing, painting, sculpture and other art, craft and design techniques

Planning:

Art is planned using KS1 National Curriculum programmes of study, Paul Carney Skills and Art progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, skills of making, ideas and evaluation in order to enable children to know more and remember more.

Research:

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from

questions are appropriately pitched and offer a varying degree of complexity in order to meet need

4. Provide models which may consist of providing a practical demonstration of the Art & Design skill or a sequence of photographic steps to success
5. Guide student practice of Art & Design skills and techniques
6. Check for pupils understanding through observing the skill being practised, questioning and use of language to explain and describe the Art & Design process.
7. Obtain a high success rate
8. Provide scaffolds for different tasks through the use of knowledge organisers for Art & Design diagrams and vocabulary or sentence openers to support children to critically evaluate their own and others Art work.
9. Independent practice of Art & Design skills and techniques
10. Weekly and monthly review which may consist of a quiz, photographs or looking at the finished products to revisit the skill, technique and vocabulary of Art & Design that has been previously taught

- They can learn, work and talk like an artist in order to become proficient in drawing, painting, sculpture and other art, craft and design techniques.
 - "I am wetting my clay to make it stick together."
 - "I am taking my time and not rushing."



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disadvantaged families – herein lies the vocabulary gap.

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- Language and vocabulary are vital skills in enabling children to understand Art & Design concepts and critically evaluate their art work and the work of others.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.
- A specific teaching sequence is fundamental in Art & Design in order to help children 'know more and remember

so that children 'know more and remember more'.

Teaching:

Children are taught a range of art techniques under the principles of the six main art skills (painting, drawing, printing, crafting, sculpting and using technology) in explicit taught sessions. A series of lessons will follow a specific teaching sequence that allows children to focus on a specific artist and skill, considering the subject specific vocabulary, practising the taught skill, applying the taught skill and evaluating learning using the subject specific vocabulary. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Learning Environment:

Learning environments and working walls focus on the Art & Design skills and subject specific vocabulary. Children use these to support their learning and development. Children will access learning in both whole class and small group tasks appropriate to the skill being taught.



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more' through elements of exploring ideas, recording evidence, producing designs and pieces of work, being proficient in a range of Art & Design techniques, evaluate and analyse creative works using specific Art & Design language and vocabulary.

The Art & Design working wall will mirror the knowledge organiser clearly displaying Art & Design subject specific vocabulary, which is clearly defined, key facts and REACH questioning. REACH questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately. A range of Art & Design Fiction and Non-Fiction texts are available throughout the environment and key texts are chosen to be a focused book of the week to build vocabulary and knowledge.

Knowledge Organisers :

These provide a clear guide to key vocabulary and facts both to use in school and at home. There is a strong focus on the Artist and of the skill being taught. This enables children to develop knowledge relating specifically to the Artist and their history and culture as well as knowledge pertinent to the specific skill and technique being taught.

Class Learning Journey Big Book :

Regular opportunities to revisit Art & Design learning through the class learning journey book are planned to recall knowledge and make connections on a regular basis to enable children to 'know more and remember more'



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	<p>Enrichment: Art & Design enrichment opportunities are carefully selected to enhance learning opportunities for children by demonstrating real life contextual understanding of Art & Design to enable children to become artists.</p> <p>Resources: Children have access to a range of art and non-art materials to develop and enhance their Art & Design skills in line with the art progression grids. In addition to this, children have access to a wide range of subject specific texts, both Fiction and Non - Fiction to support key concepts and ideas.</p> <p>Assessment: Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice and child's use of language), evidence of the making process and evidence of the final piece of work. Children are judged as Working Towards, Working At and Working Above national expectations.</p>	
Curriculum:		
<ul style="list-style-type: none"> To use a range of materials creatively 	<p>Children use a range of art materials such as pencils, charcoal, crayons, powder paint, poster paint, watercolour paint, modelling clay etc. They</p>	



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	have time to explore the potential of materials as well as creating art with them.	
<ul style="list-style-type: none"> To design and make products 	Children work towards practical outcomes contained within a few lessons, spread across a few.	Outcomes are designed and made by the children
<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop their ideas, experiences and imagination 	Children practise these skills plus collage and printing. Children have opportunities to use their ideas, experiences and imagination as starting points and stimuli throughout.	
<ul style="list-style-type: none"> To use drawing, painting and sculpture to share their ideas, experiences and imagination 	Final pieces of work practise these skills plus collage and printing.	
<ul style="list-style-type: none"> To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space 	The formal elements of art are built into all work and, where appropriate, are taught discreetly.	
<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers 	Children are introduced to a range of artists who work in a variety of media. They discuss and respond to the key artworks.	
<ul style="list-style-type: none"> To describe the differences and similarities between different practices and disciplines 	Work and lessons link to a range of key artworks, in a variety of disciplines. The children participate in discussions and practical work inspired by them.	
<ul style="list-style-type: none"> To make links between different practises and disciplines and their work 	The children produce their practical work in response to these key artworks; making links through the concept, material, technique or subject.	