

Curriculum Vision

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever-changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET




ART INTENT

It is our intent that all children can develop creativity, confidence, and basic skills through exploration of different materials (drawing, painting, sculpture and printing) as well as a mixed exposure to artists and artistic styles so that children can be:

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Confident to explore and learn about a variety of different artistic styles which include sketch, paint, print and sculpture.	Confident to explore different mediums of art and to build up their own preference of how they enjoy to create.	Securing in their feeling that they are an artist and that they are able to create their own artwork based on their creativity.	Explorers of art from around the world and throughout time, where they can discuss what they like and dislike.			
Explore colour to find out how mixing colours can change the tone.	Influenced by artists and to use other artists ideas to help improve their own artwork.					
ART IMPLEMENTATION						
We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.						
Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness	Resourceful Squirrel Resourcefulness	Tough Tortoise Resilience	Team Ant Reciprocity		
Learning will provide a broad and balanced mix of these subjects	EYFS: Early Years Foundation Stage Curriculum (Reception Year)					
	Prime Areas of Learning			Specific Areas of Learning		
				Expressive Arts & Design		

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	KS1: Key Stage 1 (Years 1 and 2)				
	ART Subject Content				
	Painting	Colour Mixing	Drawing	Printing	Sculpture
	ART Disciplinary Knowledge The disciplinary knowledge and skills needed to work as an Artist:				
	<p style="text-align: center;"><u>Sketch</u></p> <p>Explore different drawing grades, using a scaffolded approach to introduce pure lines, bold lines, lost and found line and broken lines. Children will try the different lines in their sketching to consider texture, shade, light and dark. This will be done by watching and observing others use different line types and then exploring and having a go in their own sketching.</p>		<p style="text-align: center;"><u>Print</u></p> <p>To use colours and materials to leave prints on paper to create their own artwork that is in line with an artist that have been explored during the learning time in the classroom as well as including their own creative touch to the artwork.</p>		
	<p style="text-align: center;"><u>Paint</u></p> <p>To use both water colours and poster paint to add colour to artwork, using styles of famous artists that have been explored, considering how texture and other affects can added to make the artwork more realistic or to follow a certain artistic style.</p>		<p style="text-align: center;"><u>Sculpt</u></p> <p>To manipulate materials such as clay to create shapes and objects that are 3D. The children will be able to use techniques such as pinching, rolling, scratching and flattening to help get the material into the shapes that they wish.</p>		
	<p style="text-align: center;"><u>Evaluating</u></p> <p>To discuss their own work and the work of others, comparing techniques and making choices about materials, using their oracy skills to explain why they have chosen them.</p>		<p style="text-align: center;"><u>Colour Mixing</u></p> <p>To create a range of secondary colours by mixing paint which will include changing the tone of the colour using black and white paint to lighten or darken the colour.</p>		
Our School specific components	 <p style="text-align: center;">Crookham Toolkit (‘How we teach here’)</p>				

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		Oracy Approaches	School Library Service		
CURRICULUM IMPACT					
MEASURING IMPACT					
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes	Summative Assessment		Formative Assessment	Team Subject Reviews	External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Sketch Book Looks	Pupil conferencing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Self-portraits Claire Thompson	Fireworks Planet - (watercolour)	London drawings and paintings	Minnie Pwerle, Piet Mondrian and Wassily Kindinsky Junk DNA 0 sculpture	Van Gogh Fruit painting with watercolours Butterfly printing	Fish Printing
Year 1	Self-Portraits Picasso/ Freda Kahlo		Illustration – Local artist Jean Haines		Andy Warhol and Elizabeth Catlett	Sculpture – Sea creatures
Year 2	Michelle Reader (Sculpture)	Dragon Art (Different mediums)	O’Keefe and Cliff (Comparison, paint and sculpture)	Brazilian Art (Printing)		Van-Gogh (Art Week) Mixed mediums

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Examples of Good Practice in specific art and design skills				
	Drawing	Painting	Sculpture	Printing
EYFS	<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.</p> <p>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 junk modeling to explore and create sculptures.</p>	<p>Use basic tools to print patterns in paint.</p> <p>Explore a simple repeated pattern. Creating art work that shows these patterns.</p> <p>Use everyday objects when printing and mark making.</p>
Year One	<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>

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<p>Year Two</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>
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