

## Lister Infants Recovery Curriculum for Art & Design

### A Recovery Curriculum Statement for Art & Design

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS)  Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
<b>Reception</b>	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
<b>Year 1</b>	<p><b>Painting</b> Dot (Aboriginal) paintings. Exploring colour mixing Making colours lighter and darker</p> <p><b>Drawing</b> Charcoal vehicle drawings. Wax resistant drawing and painting - Summertime.</p>	<p><b>Physical Development</b> Children show good control and co-ordination in ... small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Exploring &amp; Using Media &amp; Materials</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design &amp; form.</p> <p><b>Being Imaginative</b> 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 art...</p>	<p>Know the primary colours</p> <p>I am beginning to understand and explore a range of art and design techniques &amp; tools (safely) when using colour.</p> <p>I know &amp; can sort colours e.g. warm/cold colours light/dark</p> <p>When evaluating work, I can begin to talk what I like about mine &amp; others work.</p>	<p>Missed Painting skills which are crucial to learning will be covered in T1.2. Road Safety Day will incorporate children sorting light &amp; dark colours (importance of bright reflective clothing in Winter).</p> <p>Throughout the year the children will be learning about the changes in seasons. The children will sort images relating to the season and talk about the use of colour e.g. warm/cold colours.</p> <p>Provision will provide funky fingers activities which will enable the children to practise and refine fine motor skills.</p> <p>Drawing will be an integral part in Year One from regular timetabled handwriting lessons to the use of drawing to enhance cross curricular work. Seasonal &amp; topical links – drawing using line, shape and pattern. Painting poppies using colours as symbols.</p> <p>The missed skills will be taught before the Painting unit</p>

				in T3:2 whereupon the children will extend and deepen their Art & Design knowledge, skills and understanding.
<b>Year 2</b>	<b>Painting</b>  Key artist: Georgia O'Keeffe	<ul style="list-style-type: none"> <li>• I know the primary and secondary colours</li> <li>• I can use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• I can mix and match colours to artefacts and objects.</li> </ul>	<p>Know the primary &amp; secondary colours (reference to a colour wheel).</p> <p>I understand and can use a range of art and design techniques &amp; tools when using colour.</p> <p>I understand that colours can reflect mood and feelings</p> <p>When evaluating work, I can talk about mine &amp; others work saying what I think and feel.</p>	<p>Missed Painting skills which are crucial to learning will be covered in T2.1 through the whole school focused History/Beatles day event. The children will identify colour (primary/secondary) &amp; how colours evoke different moods &amp; feelings. The children will evaluate their thoughts and opinions (colour/fashion) comparing then and now.</p> <p>Teachers will also build opportunity to revisit the crucial painting skills throughout the year.</p> <p>The missed skills will be taught before the Painting unit in T2:2 Extreme Earth topic the children will know what the primary colours are, then they will be able to mix a range of secondary colours, shades and tones.</p>