



Intent, Implementation & Impact - Art

Intent

Harnham Infant School values the importance of Art we ensure that all of our children have access to a broad and balanced curriculum and allowing them to reach their full potential.

We know that a creative, cross curricular approach to learning can help accelerate academic success by building a child's confidence and self-esteem. Our school ethos, Enjoy, Explore, Learn encompasses a love for learning and in order to achieve this we thrive for quality first teaching in a creative and stimulating environment.

Art is one of the highest forms of human creativity. A high-quality art education should engage and inspire all children, equipping them with the knowledge to experiment, invent and create their own works of art. They should also know how art reflects and shapes our history and contributes to the culture and creativity we know today.

We pride ourselves on having an all-inclusive setting, where child voice is vitally important. Through our whole school HEEL provision approach, children develop their own art skills each day through their learning in the Creative Area. Art supplies are always accessible to children in the classroom during the day.

We challenge the view that you are either good or bad at Art and teach it alongside skills such as Geography and History to support children in understanding that practise will improve their artwork. As the children progress through the school the skills they are taught are built upon and extended.

Implementation

- At the start of each Art term children complete an independent 'cold piece', at the end of the term once they have been taught the relevant skills they create an independent 'hot piece', this allows for assessment both before and after the skills have been taught.
- Teachers have the long-term plan to show what skills and vocabulary need to be taught.
- Children engage in HEEL provision in EYFS, Year 1 and Year 2 where they can access the whole art provision to develop individual art skills.

- Children are also taught subject specific art based on termly projects, such as Eco-warrior, The Great Fire of London, and Christmas.
- The children look at different artists throughout the year to develop their own knowledge of different artists backgrounds and use these to make their own inspired pieces.

EYFS Children

<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>These will be rotated in the Creative area</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Patterns in Maths</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explored in Music</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
		<p>Explore colour and colour-mixing.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used.</p>

Year 1 Children

<p>Is spontaneously expressive, using marks, lines and curves</p>	<p>Uses a variety of tools to spread paint.</p>	<p>Pulls apart and reconstructs basic shapes Shape in maths</p>	<p>Selects and sorts, cuts, tears, stitches and discusses</p>	<p>Uses one colour on a block.</p>	<p>Is aware of colour, texture and shape Materials in science, shape in Maths</p>
<p>Uses lines to represent objects seen, remembered or imagined Forest school, English</p>	<p>Explores mark making</p>	<p>Becomes aware of form, feel, texture, pattern and weight Shape in maths</p>	<p>Sorts according to specific qualities e.g. warm, cold, shiny, smooth Science materials</p>	<p>Repeating patterns, random or organised, with range of blocks.</p>	<p>Sorts, collects, discusses and pulls apart cloths and threads.</p>

Year 2 Children

Explores tone using different grades of pencil, pastel and chalk.	Experiments with and enjoys colour. Introduced to the colour wheel when using colour.	Experiments with basic tools on rigid and plastic materials.	Engages in more complex activities, e.g. cutting a variety of materials.	Extends repeating patterns – overlapping, using two contrasting colours etc	Stitches and cuts threads and fibres.
Uses line and tone to represent things seen, remembered or observed.	Creates pattern using different tools and colours.	Compares and recreates form and shape to natural and made environments.	Has experience of adhesives and decides on the most effective for a given task.	Explores and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit.	Simple weaving with strong wool through a stiff card loom.

Impact

Each child has a sketch book where they can show progression from EYFS to Year 2 of their own work from specific art lessons or HEEL provision. This can include drawings, painting, collage, sculpture pictures and sewing.

Information is gathered through pupil voice questionnaires, allowing children to have their say on our Art curriculum as well as time for them to self-reflect on their own capabilities and areas for improvement.

Teachers on a seasonal termly basis will assess children against the long-term plan to see if children have met the requirements to meet the expected standards. This then allows teachers to plan for any gaps in the next term and to challenge children where appropriate.

The children will understand that anyone can be successful at Art and that, just with any skill, practise will improve what they can do. Alongside our school values we encourage and foster resilience in Art lessons. We are teaching the children that you can always improve work.

They will hopefully grow up to live creative lives utilising the skills and knowledge acquired through Art.