



Intent, Implementation & Impact Report for Art

Intent

Harnham Infant School values the importance of Art to ensure our children has 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 enhancing 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 strive for quality first teaching in a creative and stimulating environment.

Art is one of the highest form 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 reflect and shape our history and contribute to the culture and creativity we know today.

As an Infant school, we pride ourselves on having an all-inclusive setting, where child voice is vitally important. Through our whole school continuous provision approach, we allow children to develop their own art skills each day through a different activity. Art supplies are accessible to children in the classroom at all times during the day to allow children to decide which tool they need to use.

Implementation

- Teachers have the long term plan to show what skills and vocabulary need teaching, this then impacts onto topic based planning for children.
- Children are involved in continuous provision in EYFS, Year 1 and Year 2 where they are able to access all art provision to develop individual art skills.
- Children are also taught subject specific art based on termly projects, such as Toys, The Great Fire of London, Christmas, All Around the World, Head, Shoulders, Knees and Tails.
- The children's learning is enhanced throughout the year with a school's art week, where the children have the opportunity to work collaboratively, exploring different styles and techniques.

- The children look at different artists throughout the year to develop their own knowledge of different artists' backgrounds.

EYFS Children

Enjoys making marks, sign and symbols on a variety of materials	Explores making marks on a variety of surfaces.	Handles, feels and manipulates rigid and malleable materials	Handles different materials from the class 'bit box'. Create props and materials to use within narratives.	Random experimental printing with hands, feet, found whole objects e.g. car	Handles and manipulates materials such as threads, cottons, wool, raffia, grass
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Year 1 Children

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

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.
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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.
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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 continuous provision. This can include drawings, painting, collage, sculpture pictures and sewing, this allows to show a range of different art skills.

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

Teachers on a 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.

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