



Art at Milford Infants' School

Intent

As artists, Milford children are **creative, enthusiastic, inventive and confident** working both **independently and collaboratively to enjoy and make artwork**. Children will become confident in exploring a range of different media to practice techniques and experiment with their ideas and the enjoyment of art.

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year.

Pre-School	Reception	Key Stage 1
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation
Non-Statutory taken from The Development Matters Document • Begin to safely use and explore a variety of materials to create • Begin to experiment tools and techniques. • Begin to explore different materials and textures. • Begin to discuss the children's likes and dislikes about their own artwork. • Begin to use shapes and lines as simple representations and mark • Explore colour and colour mixing.	Taken from the Early Learning Goals • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	Taken from the National Curriculum. • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Children should be taught to

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Milford Infants' School provides children with opportunities to explore a range of materials and resources to create their own works of Art. Through the Curriculum they can learn about the art techniques from different cultures and countries and explore these themselves in their classroom. The children are given the opportunity to look at how artists use colour, line, shape, pattern, texture and tone to inspire their own work. The pupils begin their journey as an artist in the Foundation Stage where exploring creativity is a big part of the children's learning. These skills are then developed as the children go into Year 1 and 2, refining their drawing, painting and 3D work. The children are encouraged to decide which techniques they enjoy the most to develop a love of art that can continue as a hobby or as a potential career. The children's achievements are valued through sharing and celebrating their work with parents and through displays across our school.

Implementation

Art is taught every other half term in Key Stage 1 for 1-2 hours depending on the content of the lessons and within the Foundation Stage as part of their Expressive Arts and Design, Physical Development and Understanding of the World. Art is regularly used to support a range of other subjects such as Science or Literacy as a tool to engage the children in their learning and to bring subjects to life. Sketchbooks are used in Year 1 and Year 2 as a way to explore their 2D artwork and develop their ideas for 3D work, showing their journey towards a final piece.

When adapting this curriculum to meet the needs of all children especially those with SEND we make reasonable adjustments, using practical, concrete, realistic and stimulating resources to simplify the concepts that are being taught. With support the pupils will overlearn and recap the 'sticky knowledge' and key vocabulary

Art Activities across the Year groups

Year Group	Drawing	Painting	Printing	3D	Textiles	collage	Artists
Reception	Mark making on the playground – zig zags circles etc. Drawing illustrations	Self portraits Colour mixing Painting illustrations Painting circles	Christmas cards Hand print and finger printing Rangoli patterns Blossom tree printing	Dough disco Divali pots (thumb pots) Clay owls for calendars Making Easter bonnets Junk modelling	Lacing Stocking and decorating Fabric Printing	Collage numbers. Collage a crown Making a poppy. Collage mini beast in the style of Eric Carle.	Eric Carle Paul Kandinsky
Year 1	Self portraits Observational drawings of trees in our surroundings (preparation for calendar design) Drawings of animals	Colour mixing – skin, hair and eye colour to create self-portraits. Painting seasonal trees for calendars. Painting in the style of William Morris	Fireworks pictures Christmas cards Printing seasonal trees for calendars. Creating a mono print and printing a pattern in the style of William Morris Printing leaves using plasticine. (Art Week)	Sculpture – Making Minibeasts using mod rock.	Weaving garden scenes/colours with fabrics, ribbons	Collaging The Three Little pig's story characters linked to literacy displays.	Andy Goldsworthy William Morris Amy Giacomelli
Year 2	Self portraits Seasonal trees for Calendars. Observational Drawings	Colour mixing to create self-portraits – skin, hair, lip and eye colour. Christmas cards	Printing in the style of Any Warhol	Clay animals Manipulating and joining clay.	Sewing Christmas decorations	Christmas cards – cutting and sticking strips to create the Christmas tree.	Any Warhol Henry Matisse Picasso Gustav Klimt

		Painting trees in the style of Gustav Klimt (Art Week)					
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The teachers at Milford Infant's School have been provided with a Progression of Skills document for years 1 and 2 from training received through Spaeda which has been adapted based on resources from Access Art Website. Each year group's planning is monitored to ensure progression and coverage of the different areas of Art. Learning walks are carried out to monitor the progression of skills and ensure that prior learning is developed. These provide the opportunity to see the key skills and resources that were being used and to ensure that they were age appropriate and taught effectively.

Impact

Pupil Voice will show:

- A developed understanding of the names, key works, styles and techniques of major artists at an age appropriate level
- A secure understanding of the key techniques and methods for each key area of the art curriculum: colour, form, line, tone, texture and shape
- A progression of understanding, with appropriate vocabulary which supports and extends understanding
- Confidence in discussing artists, art, their own work and identifying what they like about each other's work.

Displays around school and books will show:

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of artistic skills.
- Close studies of the work of well-known and highly skilled artists which supports their understanding of their skills and techniques.
- Developed and final pieces of work which showcase the skills learned.
- Clear progression of skills in line with expectations set out in the progression grids.

That pupils, over time, develop a range of skills and techniques across all of the areas of artistic development.

Progress will be monitored through learning walks, work scrutiny of sketchbooks and of observing the children's work on displays and discussion with the children about what they have learnt and their understanding of what they have been taught.