

Subject overview: Art

What does an artist look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

It is known that art, craft and design embody some of the highest forms of human creativity. At Mengham we seek to provide a high-quality art and design curriculum which engages, inspires and challenges our pupils. By strategically developing key skills year on year, we aim to equip our children with the knowledge and skills necessary for them to successfully experiment, invent and independently create their own works of art, craft and design. Living on an island, we use the myriad opportunities surrounding us to inspire the children (for example the seashore, the Billy Trail, views across the Solent, thatched cottages). As pupils progress, they are encouraged to begin to think and talk critically about their work, and to persevere with developing a more rigorous understanding of the skills and techniques that can be used within art and design. Our children are taught how art and design both reflects and has shaped our history, and such work is carried out in a cross curricular manner (for example when looking at our past in history, illustrating characters from books being studied, etc.) in order to promote a respect for our community and the way it has changed. Our curriculum seeks to make children aware of a range of artists and their different techniques, and how such artists have contributed to the culture, creativity and wealth of our nation. Particularly during the whole-school days which begin each half term, children will be encouraged to use their artistic ability and imagination to produce artwork which demonstrates their developing skills. Children at Mengham are encouraged to experience a range of art displays, and the children's own work is displayed around the school and for viewing by the general public during Hayling Island's yearly Art Trail.

These are the key skills and knowledge that an artist will develop during each year (**not just EYFS/NC objectives**):

Year R	Year 1	Year 2
Look at and discuss a range of paintings. Begin to introduce simple artistic vocabulary (e.g. portrait, landscape).	Look at a range of paintings by different artists and experience the different techniques they have employed. Develop children's artistic vocabulary.	Look at a range of paintings by different artists, learn about the artists, and recognise some of their works. Experience and develop the different techniques these artists have employed. Children to be confident in using a range of artistic language.
Look at and discuss a range of sculptures. Use a variety of material (e.g. playdough, clay) to create sculptures from own imagination. Use simple rolling and smoothing techniques.	Look at and discuss a range of sculptures. Use a variety of material to recreate sculptures, beginning to use tools to add detail. Create sculptures from own imagination which include moulding and shaping techniques.	Become familiar with famous sculptures and be able to name the artists. Using a variety of medium, further refine moulding and shaping skills, using tools to create additional patterns and detail.
Use pencils to draw figures. Develop the ability to look and copy carefully (e.g. two legs, hair, etc.)	Use pencils to draw. Begin to study proportion (e.g. using mirrors when drawing faces).	Use pencils to draw. Begin to study and produce perspective (e.g. buildings in the distance being smaller).
Use a variety of materials for colouring (e.g. crayons, pencils, felt pens, charcoal).	Begin to develop the skill of colouring within the lines. Become aware of the need for the use of realistic colours. Begin to use shading to create different effects.	Further develop colouring and shading skills. Look at the work of a variety of artists and see how they have used perspective. Learn how to use lighter and darker shading to determine perspective.

	Look at the work of artists who have used shading and discuss what techniques create good effects.	
Carefully consider own artwork. Be able to explain which medium/technique has been used, and be able to explain what improvements could be made.	Begin to evaluate own artwork. Be able to discuss techniques used. Explain why particular medium was chosen and describe what effects this creates. Be able to highlight which features of work are good and why, and which features could be improved.	Be able to evaluate own and others' artwork. Be able to discuss techniques used and explain why they think particular techniques/medium were chosen, and what effects this has created. Be able to express and justify opinions.
Experiment with a variety of craft and design techniques (e.g. collage, printing)	Use a variety of craft and design techniques for a given purpose. Understand why using different types of materials for collage will create a richer texture. Begin to use printing (e.g. potato prints) for a purpose (e.g. cards, wrapping paper, borders).	Use a variety of craft and design techniques for a given purpose and be able to evaluate finished product. Use a range of different materials for collage and be able to justify choices. Use printing for a purpose, further refine skills (e.g. using two colours, adding additional detail).
Create paintings using different techniques (e.g. with brushes, sponges, finger painting, etc.)	Paint creatively by combining colours, creating different tints, and adding ingredients to create different textures (e.g. glue, flour). Use thick and thin brushes to create a variety of patterns, lines and shapes.	Demonstrate a wide range of techniques and styles to demonstrate developing art and design techniques using paint. Be able to mix colours to accurately match the hues in a given picture.
Begin to talk about different methods in art (e.g. painting, colouring, sculpting).	Be able to talk about differences and similarities between different art techniques and practices. Be able to make links to own work and express opinions.	Be able to talk about the work of a range of artists, craft makers and designers. Be able to talk about differences and similarities between different disciplines and make links to own work. Be able to express and justify opinions.
Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?		
<p>Are children being exposed to a wide range of genres?</p> <p>Are children having the opportunity to see theirs and others' work displayed to enable evaluation and critical discussion?</p> <p>Is art being encouraged through the medium of other subjects?</p>		

Danko-McGhee, K. (2006) Nurturing Aesthetic Awareness in Young Children: Developmentally Appropriate Art Viewing Experiences

Heid, K. (2005) Aesthetic Development: A cognitive Experience

Jaquith, D.B. (2011) When is Creativity

Kalin, N. and Kind, S. (2006) Invitations to Understanding: Explorations in the teaching of arts to children

Olsun, J.L. (2003) Children at the Center of Art Education

Shaffer, S. (2011) Opening the Doors: Engaging Young Children in the Art Museum

Taunton, M. (1983) Questioning strategies to encourage young children to talk about art