



Art Portfolio

WEST HOVE
INFANT SCHOOL
.....
A family of friends

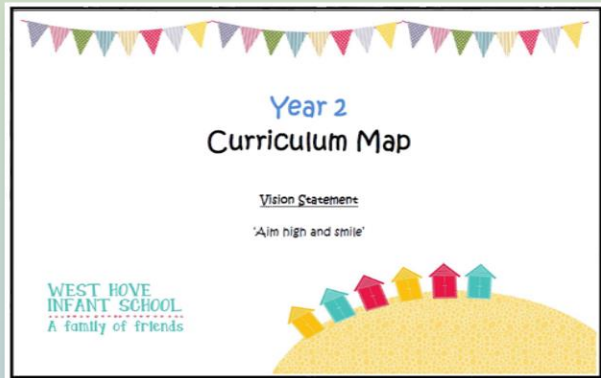


Art at West Hove Infants

- Art is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, enquiry and diversity.
- Art is used it to develop the children's creativity, imagination and aesthetic awareness. We celebrate their achievements throughout the school environment. Children are encouraged to experiment creatively using a range of media. We look at the work of artists and designers from a variety of different cultures.



Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **ART** throughout each year.

Range of Opportunities	<ul style="list-style-type: none">• Make presentations on the basis of what has been read so far.• Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.
	<p>Pupils:</p> <ul style="list-style-type: none">• Listen to a range of texts, including fiction and non-fiction.• Read and listen to poetry and learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Frequent reading with other year groups.• Celebrate reading at events like World Book Day.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and Silver banded books are used as an age-related expectations benchmark.
² Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.
³ Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Learning Expectations	<ul style="list-style-type: none">• Use co-ordinators (e.g. on / and / but) and some subordinate (e.g. when / if / that / because) to join clauses.• Put letters spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.• Spell many common exception words¹.• Use cursive handwriting.• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Use spacing between words that reflects the size of the letters.• Revise, evaluate and polish their writing.• Publish and share work to celebrate their achievements.		
	Non Fiction <ul style="list-style-type: none">• Alien Fact File	Poetry <ul style="list-style-type: none">• Rainforest description	Fiction: Narrative <ul style="list-style-type: none">• The Magic pebble

¹ These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Learning Expectations	<p>Pupils:</p> <ul style="list-style-type: none">• Use sentence stems to explain understanding.• Ask questions based on discussions.• Challenge each other to build on and explain ideas.• Explain and discuss texts read to them and those they have read for themselves.• Take turns and listen to others.• Read aloud what they have written with appropriate intonation to make the meaning clear.• Continue to build, appreciate and revise a repertoire of stories and poems.
	<p>Pupils:</p> <ul style="list-style-type: none">• Engage in Creative Partner, group and whole class discussions in all areas of the curriculum.• Listen to and learn a wide range of subject specific vocabulary.• Through reading identify vocabulary that enriches and enlivens stories.






Our curriculum aims to give children the ability and skills to produce creative work, explore their own ideas and express themselves imaginatively.



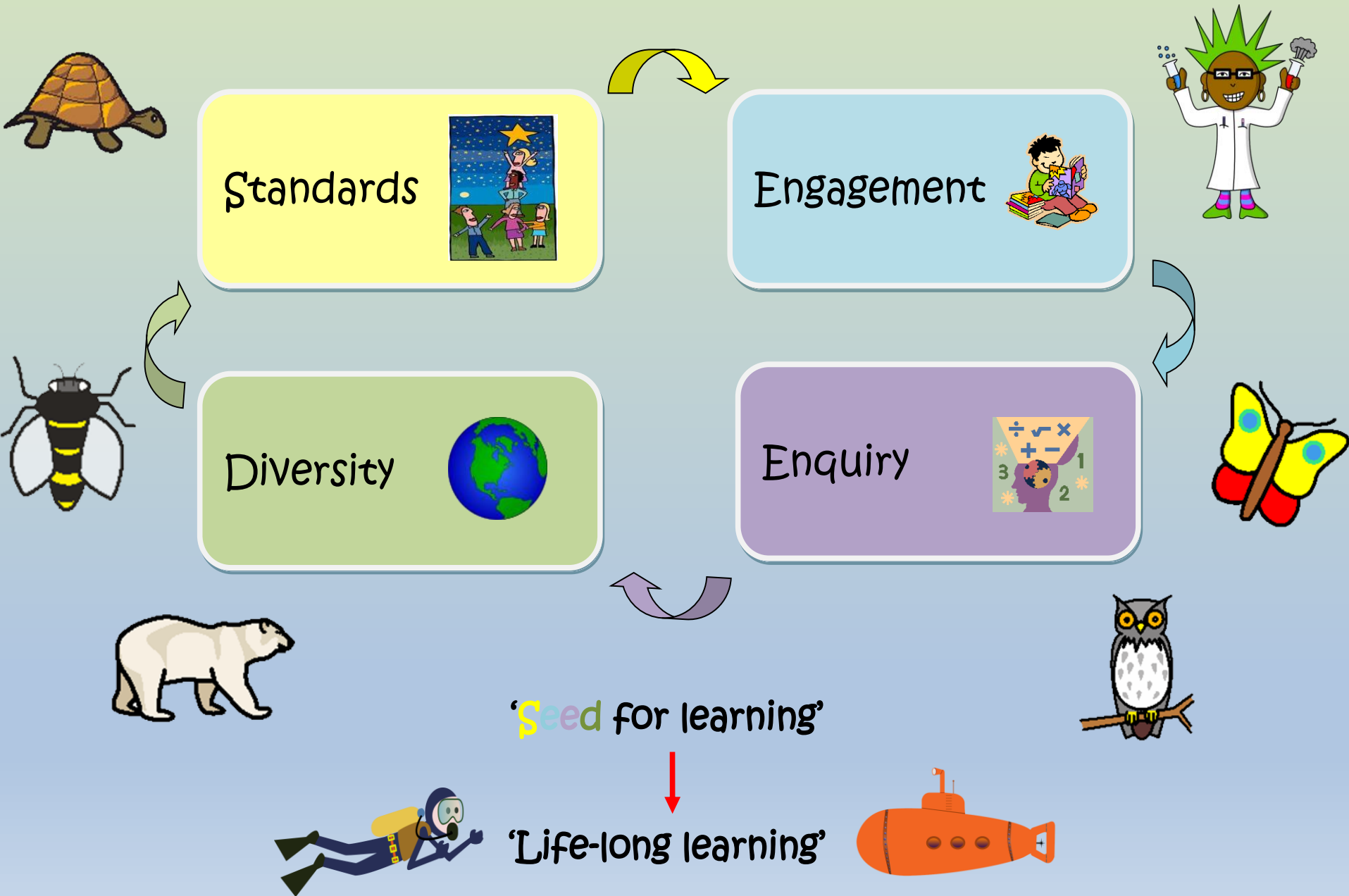
Please go to our website
www.westhoveinfants.co.uk/ourcurriculum
to see our Art curriculum planning in full

Spiritual, moral, social and cultural development...

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Art and Design	<p>-By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. looking closely at the work of Andy Goldsworthy.</p> <p>-By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>-By promoting the process of 'reviewing and evaluating'; for example, visiting landmarks and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> <p>By collaborating together to create pieces of artwork with a shared sense of ownership.</p> <p>Through discussions and opinion sharing on the value of Art.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p> <p>By studying a range of artists, designers and craft makers from around the world.</p> 

Please look at our website for further information

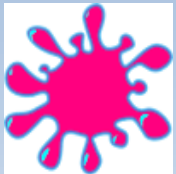
Curriculum Drivers : S.E.E.D.



Standards



The standard of art work is very high at West Hove Infants. We **celebrate** the children's achievements and successes and allow them time to think **critically** and make changes to their own work.



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Developing a positive attitude to the process of learning:

Learning
Characteristics,
Growth Mindset,
Learning Model,
Learning Ladders



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



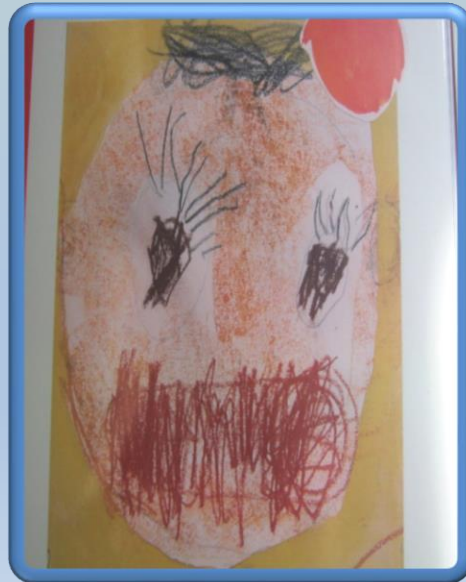
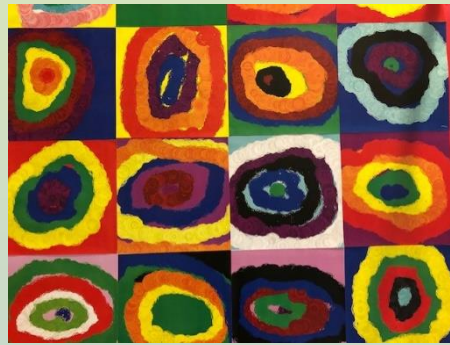
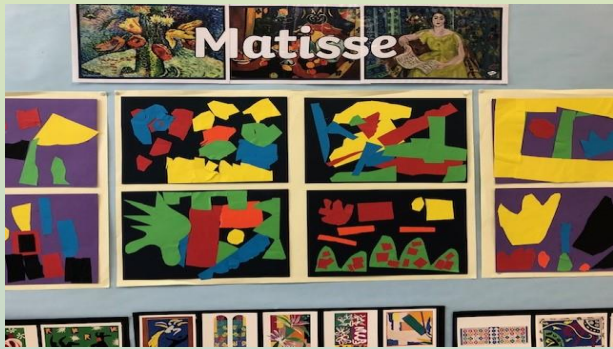
Standards in YR



Children in Reception work towards achieving the 'Early Learning Goal' following the 'Development Matters Framework':

- *Children use and explore a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function.*
- *They represent their own ideas, thoughts and feeling through art and design.*





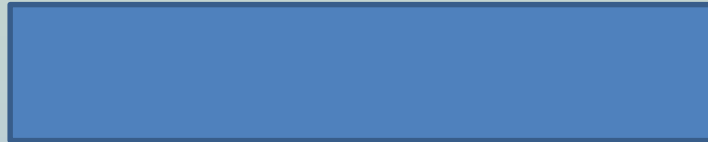
YR



Standards in Y1



'A high quality art and design education should engage, inspire and challenge pupils. They should be able to think critically and use their skills to experiment, invent and create their own works of art and craft'. The Primary National Curriculum.



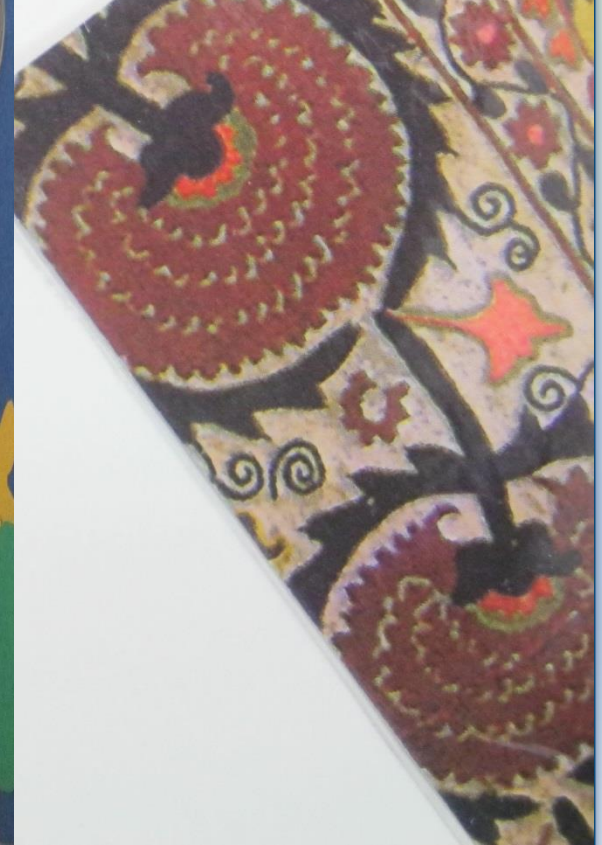
Standards in Y2



Standards in Y2



The children at West Hove Infants are passionate about Art and Design. Their **creativity** and **enthusiasm** shines through during these lessons.



Engagement



*active
learning*



*first hand
experiences*

*visits and
visitors*



Children are encouraged to work independently and collaboratively in groups.





'Stunning Starts',
'Fabulous Finishes'



Local
environment:
walks, beach visit,
Wish park



Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges



Engagement



Theme days:
Superhero Day,
Art Day, French
week



Learning outside.
Active Learning.
Sports & PE

Use of 'Learning
Model'. Brain
breaks. Talk for
Writing

Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



First hand
experiences.
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!

Are you
ready to
learn?



Enquiry



*generate
own ideas*

*reflecting
thoughts*

*feedback
opinions*

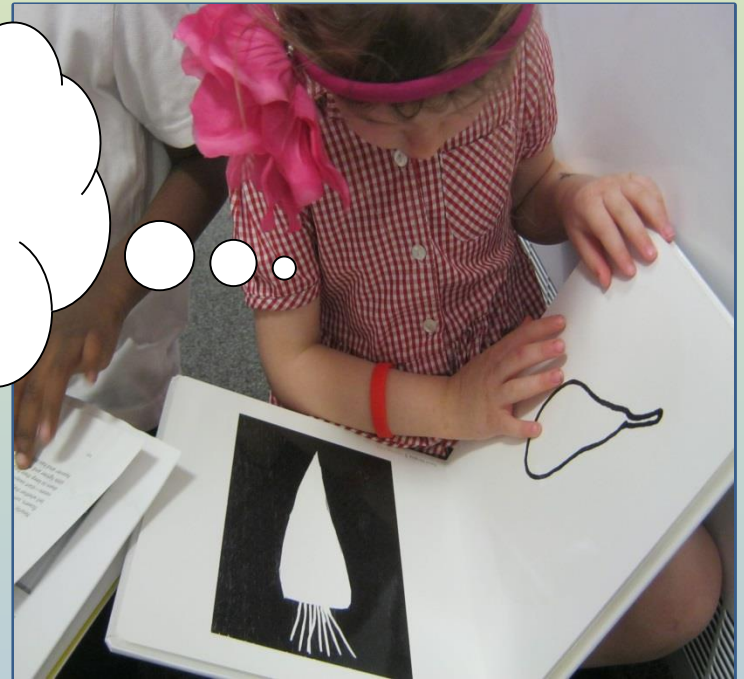
From Reception, children are encouraged to reflect **critically** and express their own thoughts and ideas freely. Children learn how to **evaluate** their work and make improvements where necessary.



Enquiry



*I like
learning
about
different
artists*



Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions



Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

Discussion and
Negotiation



Enquiry:
Developed
through:



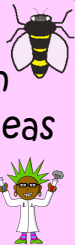
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding



Learning through Play:
Active Learning,
Exploring, Innovating,
Creating



From the start of Reception, all children are exposed to a wide range of art from different times and cultures. They will get to know some artists names, become familiar with different styles of work and are encouraged to bring objects/artefacts in from their own cultures. We look at work from a variety of countries and cultures and aim to instil knowledge, curiosity and enjoyment.



Diversity



Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community:
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,
French



Diversity:
Through
celebration and
awareness of...



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries





Weaving

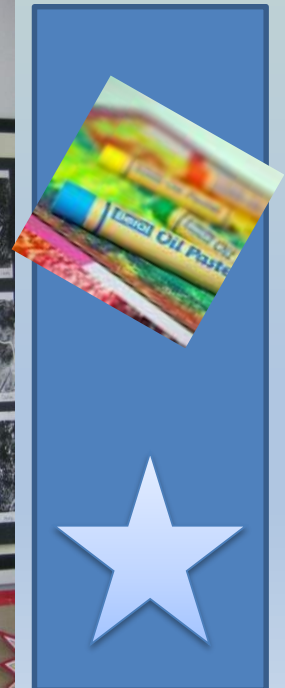


Displays





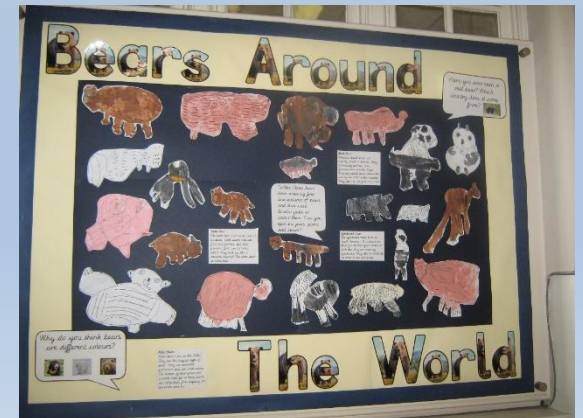
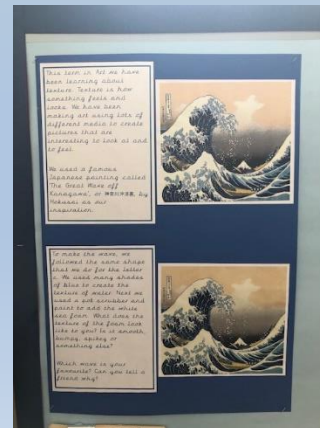
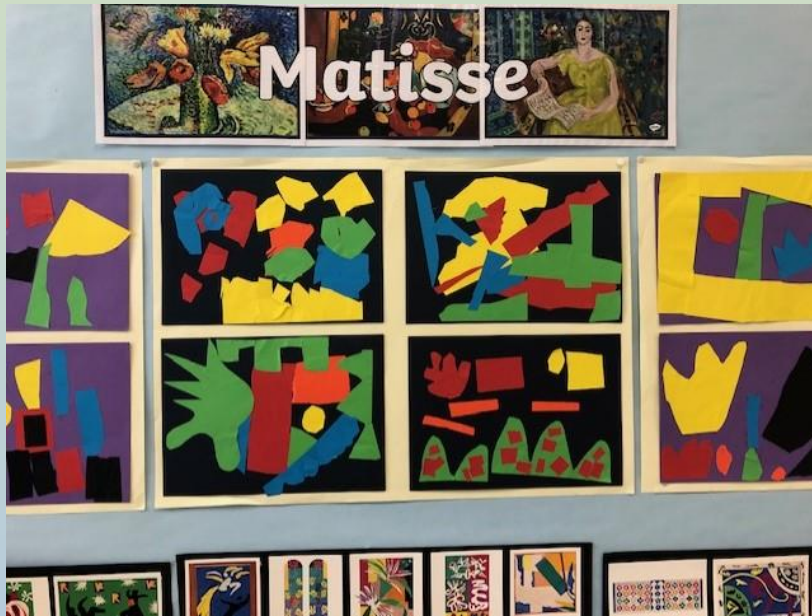
We celebrate children's achievements and successes throughout our school environment. High quality displays in classrooms and around the school environment celebrate and reflect cultural diversity.



Displays in YR



Displays in YR



Displays in Y1



colour, texture, pattern, collage...

Art in the style of the
FRENCH artist Claude
Monet by Crickets.



Avrosha



Taha



Valyn



Sarah



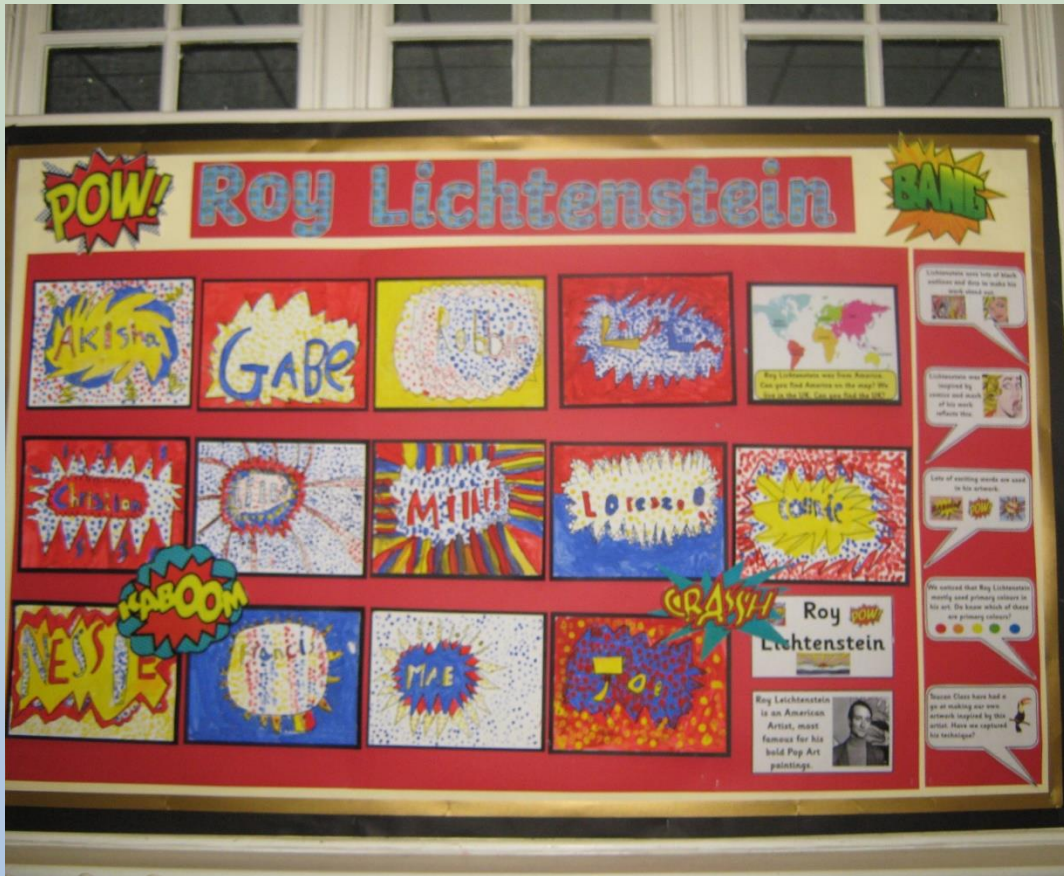
Luke M.



Fabian



Displays in Y2



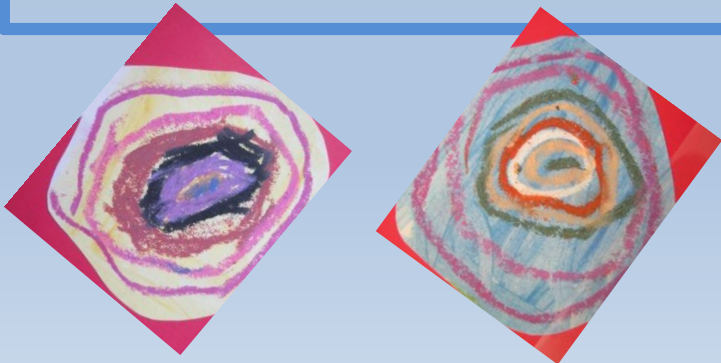
SKILLS...



Painting and drawing is the basis of building skills, knowledge and confidence in young children. Children from YR to Y2 work from direct observation using a variety of media as well as being encouraged to make imaginative responses to different ideas. We encourage the use of a wide range of paints including inks, dyes, powder and tempera blocks. Children also learn the joy and importance of mixing their own colours.



Painting and Drawing



*From YR children are encouraged to understand that processes and ideas can be realised in different ways and that art is not confined to drawing and painting. All children get the opportunity to work with **collage**, **weaving**, **sculpture** and clay. We aim to build confidence in co-ordination skills, basic construction techniques, design considerations and working collaboratively.*





curiosity..



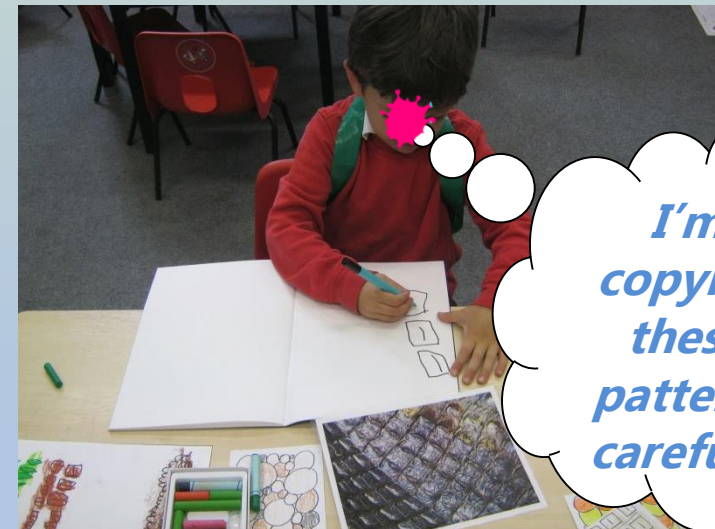
working together..



SKETCHBOOKS



*Every child in the school has a sketchbook. These are used to experiment with media, develop ideas and explore **creativity**. Children continue to use these sketchbooks throughout the Infants and often enjoy reflecting on their achievements.*



Art Club..



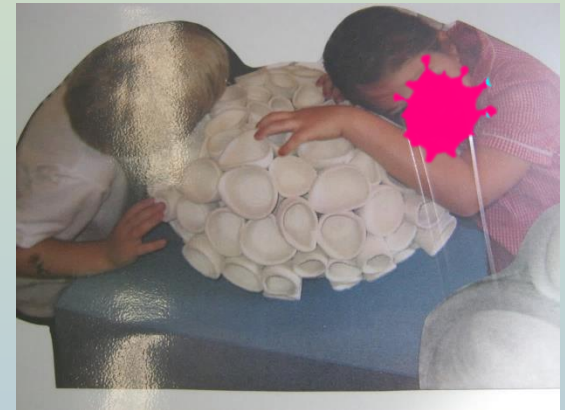
Art Club is a very popular club which is run by members of staff and parents. It runs on a weekly basis and is open to children in Y1 and Y2 across both sites.



Community involvement..



We have links with both Brighton and Hove Museum and Art Gallery and visit local exhibitions where possible. We invite local artists/designers and craft makers into school to talk to the children about their work.



We were involved in the 'Snow dogs by the Sea' and 'Snail Trail' art programme which was raising money for the local hospice the 'Martlets'. It was a fantastic event!

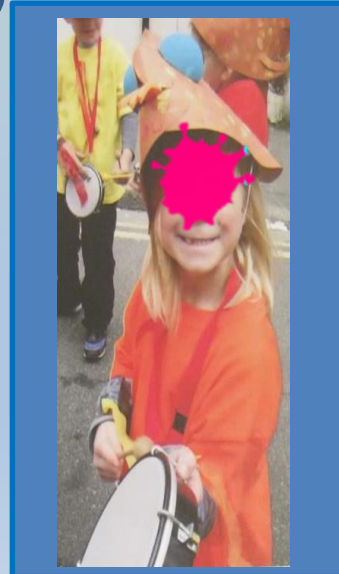




Year 2 children have the opportunity to take part in the annual Children's Parade as part of the Brighton Festival. Children and parent/carers are involved in making the costumes and props. It is always highly successful and enjoyable for all involved!

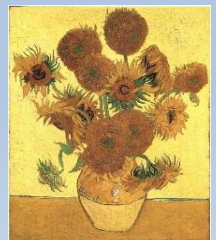
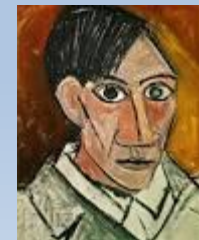
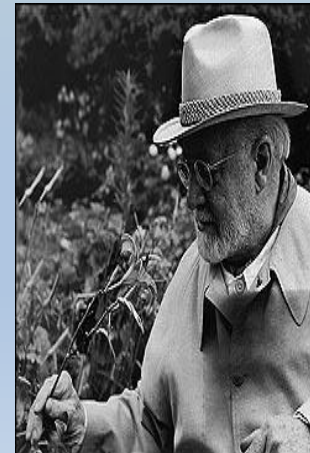


*'West Hove Infant School, thank you for keeping the spirit of the Children's Parade alive'.
Same Sky-Organisers*



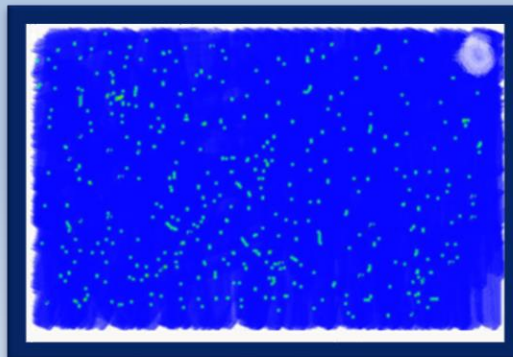
How can I support my child at home?

- During the Brighton Festival, you can visit artists open houses.
- Visit Brighton and Hove Museums.
- Look out for community art events such as the Snow Dog and Snail Trail organised by the Martlets.
- Be inspired by our local scenery.
- Sketch, paint or collage the seaside!



Useful websites...

- www.tate.org.uk/kids (children can upload their work to their wonderful gallery!)



Useful websites...

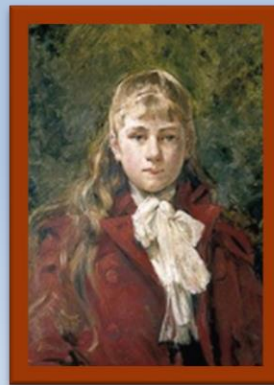
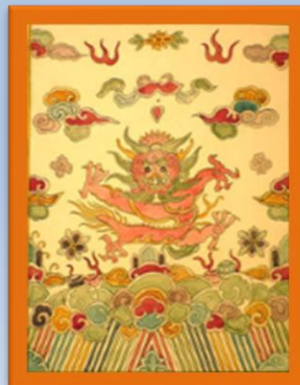


- <https://www.npg.org.uk/learning/families/>
National Portrait Gallery (lots of free activities and workshops during the School holidays).



- <https://brightonmuseums.org.uk/brighton/school-visits/>

(lots to do and see at our local Museum and art gallery).






Please
Insert child's
photo
Or
drawing of
themselves
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!
We hope that you have fun completing you list ☺

**WEST HOVE
INFANT SCHOOL**
A family of friends



Well done for completing all your fun activities!
Please let us know below any more fun things that you like to do...

Year R			
Activity		✓	Date
Make mud pies			
Stroke a small animal			
Blow bubbles			
Roll down hills			
Splash in puddles			
Dance like no one is watching			
Make a den			
Pick fruit and eat it			
Play in the snow			
Visit a farm			
Plant a bulb and watch it grow			
Go on a crunchy leaf walk			
Fly a kite			
Post a letter			

Year 1			
Activity		✓	Date
Build a sand castle			
Make some biscuits & eat whilst warm			
Make a puppet			
Put on a puppet show			
Borrow a book from the library			
Go on a trip to the seaside			
Carve a pumpkin			
Make a daisy chain			
Dance like no one is watching			
Go on a winter walk			
Look up at the stars on a clear night			
Walk barefoot in the sand			
Collect shells and pebbles to decorate a plant pot			
Keep a collection of some sort			

Year 2			
Activity		✓	Date
Play a musical instrument			
Go on a picnic			
Plant a seed and eat what grows			
Visit a museum			
See live music			
Perform a dance			
Collect snails and race them (put them back once you've finished)			
Have a water fight			
Play in the snow			
Join an extra-curricular club			
See a butterfly hatch			
Talk to an old person			
Make your own ice lolly and eat it			
Take a selfie			

Do **also** have a look at our 'My Little Book of Fun Things to Do'. These have been sent home but are also available on our website: www.westhoveinfants.co.uk

