



Art and design



INTENT

At Frogmore Infant School, we seek to inspire in children a curiosity and fascination about art and design. We believe that art and design is a vital gateway to imagination, self-expression, and world discovery. For young children, art is not just a subject—it is a language through which they explore their thoughts, feelings, and sensory experiences long before they can express them fully in writing. We nurture an inclusive environment where every child's unique creative journey is celebrated, and where the process of making is valued just as much as the final result. Our curriculum is planned and sequenced so that new knowledge and skills are building on previous learning and towards a clearly defined ending point at the end of KS1. All teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able.

IMPLEMENTATION

Lesson design

Our art and design curriculum is planned so that children learn key skills and techniques through a 4 step approach. Our curriculum choices in art and design enable progression, divergent and convergent end points and creativity. We carefully choose influential and local artists to support children's understanding of the importance of art and design's influence in culture and how we see the world. Key vocabulary is sequenced and planned over time.

Progression

Learning is carefully sequenced so that knowledge, skills and understanding build on previous learning. Our progression of skills and knowledge details the practical knowledge and theoretical knowledge as well as the context for theoretical knowledge to be covered. Prior learning is referenced at the start of new units and key knowledge is woven over time so that learning can be revisited and links made to prior learning.

Sketchbooks

Through the use of sketchbooks, children in KS1 are given the opportunity to explore ideas, reflect, develop and evaluate. We recognise the importance of giving children time to experiment and provide a safe space to try ideas and practice skills. We believe that giving children their own sketchbook instils a sense of ownership, independence, and pride in their work.

EYFS

Art and design is integrated seamlessly into continuous provision, enabling children to explore tools and mediums independently during child-initiated play as well as through targeted teaching. Activities are scaffolded to support varied stages of physical development—from big, energetic arm movements on floor-spread paper to refined pinch-grip control with brushes and modelling tools.

Enrichment

Our children have the opportunity to see first hand works of art by local artists and craftmakers. We hold an annual arts' week. It offers children dedicated time to immerse themselves in creative expression, experience new artistic disciplines, and engage with the arts in dynamic, memorable ways and build a strong sense of pride and belonging.

Creativity

We are dedicated to fostering a culture where every child feels empowered to think original thoughts and express them without fear of being "wrong." We value the process, provide freedom to experiment, encourage risk taking and introduce children to a wide range of artists, craft makers and designers, using their artwork as a springboard for the children's own unique ideas.

SEND

Our 4 steps

Step 1 Develop knowledge and ideas

Children will:

- Learn about an artist
- Study and analyse artist's work
- Recreate some of the artist's ideas

Step 2 refine and experiment

Children will:

- Practise and develop their skills to work like the artist
 - Explore ideas

Step 3 Record and make

Children will:

- Make decisions about the techniques that they will use to create their own artwork- reflect, compare and contrast
- Use the techniques taught to create a final piece of artwork

Step 4 Present and evaluate

Children will:

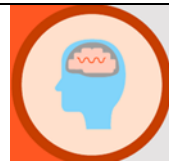
- Evaluate their artwork by making comments about the things that went well and the elements that could be improved

EEF 5-a-day approach in art and design



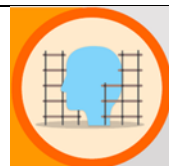
Explicit instruction

Clear and succinct explanations using the 4 step approach
Dual coding of key artistic vocabulary
Visual representations of artist's work
Active learning through practical work



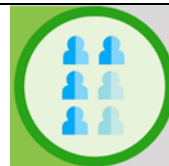
Cognitive and metacognitive strategies

Tasks are chunked using the 4 step approach
Teachers, artists model techniques
Retrieval tasks and practice of key skills and vocabulary
Sketchbooks and learning journeys used to refer to previous learning



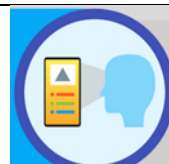
Scaffolding

Learning journey in sketchbook/class to refer to
Skills in clear steps for each sequence of learning
Use of verbal scaffolds/teacher modelling to reteach and remind



Flexible grouping

Art and design is a practical subject and works well in groupings where children can discuss, share ideas and reflect together



Using technology

Art software is used as appropriate
Use of class visualiser to model techniques and share work

IMPACT

The impact of our art and design curriculum is evident in the genuine enthusiasm and self-expression that our children show us. They often show high levels of motivation and engagement and this is reflected in the quality of their art work. Pupils tell us that they enjoy learning in art and design and are proud of their achievements. They eagerly embrace the opportunity to acquire new artistic skills and dedicate themselves to refining those skills. Children become more confident and are more able to analyse their work and give their opinion on their own and other works of art by the end of KS1.

Some children experience a barrier to learning in art and design due to their level of fine and gross motor skills development. As a result, we provide personalised and adaptive equipment and provide targeted support to develop motor skills. Children are successful in art and design as value is placed on their understanding and representation of the required knowledge.

Happy learners, great achievers