



Art and Design

Intent

The curriculum for Art and Design at Frogmore Infant School has been developed to ensure:

- Pupils make excellent progress in the acquisition of skills and knowledge for Art and Design including manipulating tools and equipment and the use of their imagination
- Pupils have the opportunity to experiment/ investigate/ apply/ choose skills to create their own works of art, craft and design
- Pupils know about great artists, craft makers and designers
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills and knowledge by the end of Key Stage 1
- Art skills are taught within the context of a topic theme enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations and a purpose for learning
- Pupils have the opportunities to be curious, show concentration and perseverance, self-reflect, develop independence and collaborate
- Rich dialogue and subject specific vocabulary development

Schemes of Work are written for each theme drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for Art and Design alongside our KnAC model. KnAC is a model of planning which provides children with rich learning contexts based on concrete experiences. This involves practical, hands on learning in which time is invested to develop language/vocabulary, knowledge base and a sense of why this learning is important. Once children have acquired the relevant knowledge and skills they then apply these to a real life or imaginary context with a shared learning outcome. We plan opportunities across the curriculum, over time, for beautiful work to come from stages of drafting and feedback.

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in art and design:

- Providing opportunities to experience skills and techniques in continuous play settings
- Adjusting the curriculum to ensure pupils use a range of tools competently
- Developing and embedding fine and gross motor skills by teaching pupils how to use a range of tools competently

Curriculum coverage Why this?	<ul style="list-style-type: none">• Knowledge, skills and understanding for Art and Design are clearly laid out for each year group in the PoSK document.• PoSK ensure that pupils achieve beyond the ambition of the National Curriculum for Art and Design with drawing, painting and sculpture covered in depth alongside opportunities to explore printing, collage, creative crafts, digital media and textiles
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	<ul style="list-style-type: none"> Schemes of Work clearly detail artists/craftworkers/designers to cover. These have been carefully selected to support progression in learning and reflect difference timescales, media and cultures Timetabling for Art and Design enables pupils to redraft and build their skills and knowledge Schemes of Work draw upon the richness of the local area as stimuli for learning Art and Design activities are planned to add to pupils' cultural capital and include theme weeks, exhibitions, clubs
Curriculum sequencing Why now?	<ul style="list-style-type: none"> PoS ensures that the curriculum for Art and Design is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 PoS and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practiced over time to ensure automaticity Schemes of Work use diagonal sequencing to make links between subjects to support later learning
Progress Knowing more and remembering more	<ul style="list-style-type: none"> Teaching builds up pupils' knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time Teachers make links with previous learning to support automaticity and independence Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence
Subject knowledge	<p>The Curriculum Leader for Art and Design works alongside year group teams to write Schemes of Work to:</p> <ul style="list-style-type: none"> Ensure teachers have high levels of subject knowledge Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure pupils achieve our ambitious expectations at end of Key Stage 1 Provide opportunities for pupils to work at greater depth Identify professional learning needs in art and design
Ambition	<ul style="list-style-type: none"> The Curriculum Leader for Art and Design ensures that the curriculum is ambitious for all groups of pupils and removes gaps

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	and barriers to learning through scaffolding, adaption, learning sequence including preteaching
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Implementation

Pedagogy	<ul style="list-style-type: none"> Teachers ensure that the teaching decision they take achieve the intent for Art and Design Teachers ensure that short term planning for Art and Design: <ul style="list-style-type: none"> Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning Provides effective challenge Uses outcomes from assessments to fine tune the next small stage in learning Identifies the learning objects and success criteria for the pupils Makes effective use of guided groups/modelling/scaffolding Provides opportunities for metacognitive approaches Ensures pupils have opportunities to articulate learning in their own words/writing Provides opportunities to promote and develop reading skills
Assessment	<ul style="list-style-type: none"> Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning
Learning environment	<p>The Curriculum Leader for Art and Design ensures that the learning environment around the school:</p> <ul style="list-style-type: none"> Demonstrates and models high expectations and standards in Art and design Models the current learning journey and displays high quality examples of current learning Is used to develop/extend language and thinking and reasoning Celebrate children's learning Provides high quality and relevant resources to ensure the full curriculum for Art and Design can be taught

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Culture	<ul style="list-style-type: none">• The Curriculum Leader for Art and Design ensures there is a climate of high expectations where pupils' love of Art and Design can flourish• The Curriculum Leader for Art and Design ensures a wide range of opportunities take place e.g. half termly focus themes, annual arts' weeks, extra-curricular clubs, cluster schools' art exhibition
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Impact

The Curriculum Leader for Art and Design measures progress in terms of working more, remembering more and being able to do more. As well as having a good understanding of art skills/techniques and visual elements, we want our pupils to:

- Show increased confidence in the use of art skills and techniques
- Use materials with increasing imagination and sensitivity
- Work with increased independence

The Curriculum Leader for Art and Design evaluates the impact of the curriculum through topic reviews, moderation activities, curriculum team subject reviews, learning walks, pupil interviews, data analysis and work sampling. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in Art and Design
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

Recent impact analysis show a link between those pupils who are working below ARE and their acquisition of fine and gross motor skills. As a result additional support is in place for these pupils.

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