



Learning happily together

Art and Design Subject Intent

The Art and Design curriculum at Lowe's Wong Infant School is centred around the school motto of "Learning Happily Together". We provide diverse experiences to deepen the children's understanding of Art and Design, to foster a love of the subject and to ensure it is engaging and instrumental in cultivating inquisitive minds. Art and Design lessons encourage creativity and develop skills in all children regardless of academic ability or additional needs. Through practising Art and Design, children learn that they can express themselves in different ways. We provide a quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Art and Design is incorporated across all areas of the curriculum to enhance children's learning in all subjects, as well as giving children artistic skills and opportunities to develop their abilities. Art can be used as a starting point for enquiry themes from which children can develop inquiring minds as they find out about pieces of art and discover information about artists and crafts people. Children learn to think independently by voicing opinions and ideas and they develop critical thinking skills as they investigate a variety of art genres and gain a more rigorous understanding of Art and Design. They find out about works of art from artists, both contemporary and historic from across the world coming from many different cultures so that they may discover a diverse range of art styles and take inspiration from the greats. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Children learn in a positive and secure environment where they feel safe to try new skills and use various media. They have access to a range of materials and have opportunities to experiment, play and learn through different processes whilst developing positive attitudes and respect for one another. In this environment, all children have positive experiences where they can reach their potential and gain an enthusiasm for Art and Design.

Lowe's Wong Infant School holds a Silver Artsmark Award.

Subject Implementation Plan

Timetabling

An Art and Design learning sequence is taught each term in Key Stage 1, with the timing of units outlined in the Long-Term Plans. In Year 1, pupils also have access to a creative area within continuous provision, where they encounter challenges designed to enrich and extend their learning during "Explore and Investigate" sessions.

In the Early Years Foundation Stage (EYFS), pupils receive targeted teaching and learning opportunities during lessons, alongside continuous access to art and design activities that promote experimentation and expressive mark-making. Pupils also participate in regular one-to-one sessions to develop both motor skills and artistic skills using a range of media.

The school hosts an annual Arts Week. Every other year, pupils work towards achieving their "Discover Arts Award," while in alternate years an end-of-year exhibition is held to showcase their artwork.

How Art and Design is taught

In the Early Years Foundation Stage (EYFS), Art and Design is delivered through planned, purposeful, and creative play, incorporating a balance of adult-led and child-initiated activities aligned with the Early Learning Goals—particularly, though not exclusively, those within *Expressive Arts and Design*. Children use the arts to communicate their emotional responses, develop new skills, and explore a wide range of materials.

In Key Stage 1 (KS1), Art and Design is taught through carefully planned, purposeful, high-quality instruction linked to the school's Enquiry Themes and aligned with the National Curriculum. Teaching in Art and Design ensures that pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Gain experience in, and develop skills related to, drawing, painting, sculpture, and other art, craft, and design techniques.
- Evaluate and analyse creative works using appropriate vocabulary related to art, craft, and design.
- Learn about significant artists, craft makers, and designers, and make meaningful comparisons between their work.

High-quality visual resources, including videos and photographs, are used to support pupils in identifying artists, media, and equipment. Strategies such as modelling and demonstration further assist learners in understanding step-by-step processes.

Pupils also participate in an annual Arts Week, during which the majority of learning is art- and design-focused but meaningfully connected to other curriculum areas, particularly Music, Dance, and Drama. During their time at Lowe's Wong Infant School, pupils will work towards achieving the Discover Arts Award from Trinity College London and Arts Council England.

Key vocabulary and core knowledge are shared with parents and carers through "sticky knowledge" sheets, distributed at the start of each half term when Art and Design serves as either a driver or an enhancer within the curriculum.

Resources

Paint, pastels, clay etc are based behind the curtain in Gold Room and in the Art Cupboard in the Gallery.

Paint mixing trays and water pots are kept in each classroom.

Each class has a set of felt-tips and colouring pencils readily available as required.

Yarn and fabric materials are found in the FSU and behind the curtain in Gold Room.

Large paper is kept in the cupboard below the paper-cutter in the Hall.

A4 paper and sketchbooks are kept in the cupboard in the Sunshine Room.

It is strongly encouraged that recycled materials are used whenever appropriate.

Marking, feedback and assessment

Marking takes the form of constructive verbal feedback that recognises achievement and positive outcomes while also encouraging pupils to further develop their skills and ideas. Throughout a sequence of learning or during the development of an artwork, pupils are encouraged to discuss their progress, evaluate their work to date, and consider the next steps they can take to refine or extend their art. Artwork is not graded using a rag-rating system. In KS1 children are assessed against one of the Learning Objectives every term and this is recorded using the excel assessment tracker.

Foundation Stage teachers use their marking, informal observations and discussions with the children to complete a data drop at the end of each term on Scholarpack. The data for ELG 16 "Creating with Materials" and ELG 17 "Being Imaginative" will be monitored by the Art and Design Lead and findings shared with staff.

Recording work

Developmental work and skills work is recorded in sketchbooks.

Recording information about an artist's work and career is also be recorded in sketchbooks as much as possible. Each lesson will have a discrete learning objective

and expectation. In KS1, the children are encouraged to add annotations to their work and the whole book should be seen as a learning journey instead of individual pieces. Annotations use key art vocabulary to show their new knowledge. Larger artworks will be displayed through the school during the year and all children display work during the whole school exhibition.

Learning Environment

The children feel safe to try out new things and experiment, they are allowed to make mistakes and not feel negative about the process. The classroom is a place where children can practise, develop and refine ideas. Children know that there are no wrong answers in art and that art is a process.

Equality and Diversity

Children study a diverse range of artists from around the world, representing different cultures, backgrounds, and genders. For example, in EYFS pupils explore the work of Yayoi Kusama; in Year 1 they learn about Inuit art, with a particular focus on the work of Kenojuak Ashevak; and in Year 2 they examine the work of Edward Tingatinga as part of their African art project.

Curriculum Enrichment

Art is connected to the Enquiry Theme and integrated with other curriculum subjects wherever appropriate. Visits to Southwell Minster provide pupils with inspiration and help them appreciate the range of artworks available within their local community. Virtual gallery tours, such as those offered by Nottingham Contemporary, are also utilised to broaden pupils' exposure to art. Visiting artists are welcomed into school to provide memorable, enriching experiences.

The biennial end-of-year exhibition is open to visitors and offers pupils the opportunity to showcase their work to friends and family. Arts Weeks enable children to immerse themselves in a broad range of artistic experiences and to explore new creative forms. Sketchbooks are used throughout EYFS and Key Stage 1, offering every child a space to experiment with mark-making and to practise and develop fine motor skills. They also allow pupils to revisit previous work, make connections between past and present learning, and foster motivation through reflection on their artistic development.

SEND

All children have equal access to the Art and Design Curriculum. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy. However, adaptive teaching in Art and Design benefits all students, not solely the SEND children so therefore should be built into all lessons. Some examples are:

To support learners who struggle with fine motor skills:

Masking tape can be used to hold down learners' work to the desk if they find it hard to hold their resource in place.

Using different media could be helpful, for example, chunkier pencils when drawing, sponges or even fingers when using paint.

Wide-handles or easy grip scissors can be used in place of the classroom scissors.

To support learners who struggle with attention, sensory or physical challenges:

Consider where learners are seated in the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment helps to minimise distractions.

Allow for movement breaks for those children who need to move or struggle with self-regulation. Learners can be given jobs such as handing out resources to help them with regulation or give them time to move.

All learners, regardless of individual needs, are encouraged to routinely clean and tidy away their own equipment. This practice promotes independence, builds resilience,

and supports smoother transitions between activities.

Teachers consider both the length and complexity of tasks, as some pupils may require additional time to complete activities, while others benefit from shorter tasks to maintain focus.

To support learners who need additional time to develop conceptual understanding:

Additional adult support will be used when available to allow children to ask extra questions or for instructions or concepts to be repeated.

Time is taken to model and demonstrate parts of the process.

When needed display step-by-step reminders of key processes.

Behaviour

Children are expected to demonstrate good sitting, good looking, and good listening when learning about an artist or a specific skill. They are expected to refrain from touching resources until instructed, focusing instead on the exposition and guidance provided.

During practical activities, pupils are expected to treat one another, as well as all tools and materials, with respect. They share resources willingly and offer help to peers when needed. Children are expected to follow instructions carefully when learning new skills, while being encouraged to show creativity and to apply their best effort when producing artwork.

The learning environment will remain calm and quiet, though not necessarily silent; acceptable noise levels include "whispering whales" or "talking turtles." Pupils are expected to keep their workspace reasonably tidy, dispose of rubbish regularly, place dirty equipment in the designated areas, and participate in the clearing-away process.