



Rednal Hill Infant School Approach to Art and Design

Intent

At Rednal Hill Infant School, the intent of our art and design curriculum is for every child to see themselves as an artist and to develop creativity, confidence and self-expression. We aim to engage and inspire pupils through a broad and balanced curriculum that builds foundational skills in exploring, experimenting and creating. We promote positive wellbeing through opportunities to express ideas and emotions, while developing early understanding of how art reflects and shapes the world around them.

Implementation

- **Curriculum Design:** Art and design is taught through carefully sequenced KS1 units, delivered half-termly, that build progressive skills in drawing, painting and sculpture, leading to a final piece. The curriculum meets National Curriculum requirements and reflects our school context.
- **In the EYFS:** Learning follows Expressive Arts and Design goals through thematic and imaginative provision, encouraging creativity and exploration.
- **In KS1:** Art and Design is taught weekly through focused, skill-based lessons that introduce children to artists, designers and craft makers. Key art concepts and vocabulary are revisited and developed across year groups.
- **Approach:** Units of work are built through a sequence of lessons, moving from the collection of knowledge to applying skills and techniques.
 - Substantive and disciplinary
 - Vocabulary

Assessment

- Teaching staff assess learning through ongoing AfL, with progress evidenced in sketchbooks.
- The Art Skills Progression document supports consistency of assessment across year groups.
- Pupil Book Studies (Alex Bedford) are used to assess long term memory recall

Impact

- Pupils demonstrate increasing confidence in using artistic techniques and vocabulary.
- They analyse and evaluate their own work and that of others, showing understanding of artistic intent.
- Creative outcomes are visible in sketchbooks, displays and whole-school arts events.
- Pupil Voice: "I love trying new materials and learning about different artists."

Inclusion

In Art and Design, Renal promotes inclusive creativity by ensuring that every pupil, regardless of ability or confidence, engages in expressive tasks, develops techniques and accesses cultural contexts. Differentiated tools, alternative recording methods and scaffolded artistic models mean all learners can design, create and evaluate. High-quality art experiences are open to all, fostering self-expression and belonging.

Subject Knowledge, Skills and Vocabulary

Our art curriculum builds creativity, skill and appreciation for artistic expression. Pupils develop:

- Drawing and painting – experimenting with line, tone, texture, colour and form.
- Sculpture and mixed media – exploring materials and 3D techniques to realise ideas.
- Artistic evaluation – analysing and reflecting on their own work and that of others.
- Knowledge of artists – learning from a diverse range of artists, movements and cultures.
- Creativity and self-expression – communicating ideas and emotions through art.

Progression from EYFS to Year 2 ensures pupils become imaginative, confident artists who value creativity and self-expression.