



Baslow St-Anne's C of E Primary Art and Design Policy



Growing healthy minds and hearts together

“Life in all its fullness”

Respect...Kindness...Diversity



Version	Date	Author	Reason for Change	Minute Number
1	2017	S Ferguson		
2	2021	S Hayes	Values and Vision added , updates to curriculum	
3	2022	S Hayes	No change	04/CS/03/22
4	2023	S Hayes	No change	06/C&S/11/23

Approved by:

Mrs Marie Clark (Headteacher)

Curriculum Committee

Chair of Governors: Tony Mottram:

Vision and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life, with our key Christian values firmly rooted: respect, kindness and diversity.

Purpose

Within Key stage 1 and 2, art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (National Curriculum in England, ref. DFE-00170-2013)

For our younger pupils, the EYFS framework's expressive arts and design is a learning journey including and leading up to their early learning goals. Pupils follow a path of exploring and using media and materials along with being imaginative so that when they enter the national curriculum they can safely use tools and materials to explore and experiment with colour, design, texture, form and function. They will also be able to use what they have learnt to think about use and purpose to express and represent their own ideas. (EYFS Framework in England, ref. DFE-00169-2017)

Aims and objectives

Expressive arts and design as a journey through all learning stages is an essential part of a child's entitlement to a broad and balanced curriculum. Our aims of art and design are:

- to produce creative work, exploring their ideas and recording their experiences,
- to become proficient in drawing, painting, sculpture and other art, craft and design techniques,
- to evaluate and analyse creative works,
- to know about the great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.

Teaching and Learning of Art and Design

EYFS

The outcomes of the specific area of Expressive Arts and Design within EYFS are the prerequisite skills that feed into the national curriculum subject of Art and Design. The outcomes from 30-50 months to ELG, describe the skills relevant for exploring and using media and materials as well as being imaginative. It is these outcomes that match and prepare a pupil for their next programme of study for art and design. When they reach ELG they will:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key stage 1

Baslow St. Anne's Church of England Art and Design Policy

The curriculum is planned to ensure it enables our children cover a balance of:

- being introduced to and begin the practice of using a sketchbook in which they can explore techniques and ideas, review and revisit
- using a range of materials creatively to design and make products,
- drawing, painting and sculpture,
- using colour, pattern, texture, line, shape, form and space,
- learning about a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Once pupils enter this next key stage they go on to develop their previously learnt techniques. Including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

This stage of the curriculum enables our children to:

- build on their sketchbook skills to record observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- learn about great artists, architects and designers in history and the present day

Across all stages children will be encouraged to:

- Evaluate work using the language of art, craft and design,
- Explore their own creative ideas and work.
- Take pride in their work both in their sketchbook and in their final pieces of art.

Art and design

Art and design is a foundation subject in the New National Curriculum (2014). It is incorporated with our school's creative curriculum and class medium-term plans identify learning objectives and outcomes for each unit of study. This ensures an appropriate balance of teaching and learning of the subject throughout each year and the development and progression of skills and knowledge throughout a child's own learning journey.

Teaching and learning will be monitored bi-annually.

Assessment

Teachers assess children's work in Art and Design through observations of them working during lessons i.e. verbal feedback may be given to pupils to help refine their skills. Teachers then assess whether a child acts upon this feedback and guidance and is then able to use those skills creatively. Teachers also give feedback on final pieces of work but the focus of assessment is on development and progress rather than specific outcomes. This is an important and a fine balance within the assessment of art and design and is based on knowing a clear starting point and progress from there on. Teachers look to see if a child has made outstanding progress, expected progress or minimal to no progress. This is with consideration and assessed as to whether the child has high ability for their age, produces the class standard or is working towards the class standard. All staff will record their assessments as working towards, expected or exceeding.

Our use of the sketchbook does not follow the school's presentation or marking policy; the sketchbook belongs to the child and is an important aspect and space to freely express and explore creative ideas and learn. Teachers keep their own sketchbook which can be used as a WAGOLL if children need guidance but this is limited as it is viewed that the sketchbook is at the centre of a child's own and unique creativity; an aspect we want to encourage and develop. Teachers then use observations to inform planning and to include in annual reports to parents.

Children will be given opportunities to be involved in self-assessment and peer assessment as part of their creative journey and review process. This is done in a supportive and progressive way.

Children's work / evidence of children's work and photographic evidence will be presented and displayed within classrooms, our arts' corridor and display board and on our arts' blog on the school website.

Termly or half-termly whole school topics, an artist focus or challenges, which include reception through to Y6, give opportunity to visibly demonstrate the clear path of progression of skills and approaches throughout the school. This work will be displayed in our arts' corridor and then evidenced on the school network and our arts' blog.

Equal opportunities

All children regardless of ability are given full access to the national curriculum and EYFS framework. Work in Art and Design takes into account the targets set for individual children in their Individual Education Plans (IEPs), if appropriate.

Health and safety

Teachers will ensure that any risks involved in practical tasks are highlighted in planning. Children will be involved in suggesting possible dangers.

Computing

Computing is used to support Art and Design teaching when appropriate. The children may use computers creatively or to research and collect information, present and save their ideas and work.

Resources

Resources are stored in Class 4 and Class 5. Policy and Art and Design Learning Journey to be kept in Art and Design co-ordinator's file and on the network.

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