Wootton Bassett Infants' School

Art and Design Policy

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Vision

At Wootton Bassett Infants' School, we aim to promote a love of art and creativity, giving our children opportunities to explore and develop their skills through our art and design curriculum. Children will have the opportunity to engage in a variety of art forms including drawing, painting, collage/textiles, sculpture and printing. In addition to this, we want our children to be able to take their inspiration from great artists to generate their own ideas and creative processes.

Aims

The National Curriculum states that, '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.' We aim to achieve this by fostering and encouraging our children's natural creativity, so that they can become confident and enthusiastic artists. Our art and design curriculum is designed to stimulate creativity and imagination, while children develop their skills and explore different media, techniques and learn about different artists.

Curriculum

Art and Design at Wootton Bassett Infant's school is carefully planned to embed key learning and ensure a progression of skills and expertise from the beginning of the Reception year to the end of KS1. Sketchbooks are used to practice skills such as drawing and exploration of colour. These are then added to in Year 1 and Year 2 so every child will have a sketchbook that shows progress over each academic year and their duration at WBIS. Due to the cross curricular nature of art and design, the subject is mapped against the whole curriculum, showing opportunities offered to the children each term. Earlier experiences of art and design in the EYFS focus on experimenting, using senses and enjoying art materials, and develop towards refining skills, techniques, ideas, and technical vocabulary by the end of KS1. This has been planned in accordance with the National Curriculum and Development Matters/ Early Learning Goals and gives our children the opportunity to:

- Learn about a range of artists,
- Explore techniques,
- Develop skills over time,
- Become confident in using different media.

We aim to achieve this by:

- Providing opportunities for all children to practise skills and techniques.
- Linking Art and Design to other curriculum areas, topic work and outdoor learning.
- Encouraging the children to talk about both their own works and that of artists and say what they like and why.
- Exploring different materials, including malleable materials like clay and a range of tools to add texture.
- Developing artistic vocabulary through use of common words and phrases relating to pieces of art.
- Learning about a range of artists and their media/techniques.

EYFS

In the EYFS we provide a rich environment in which we encourage and value creativity. The requirements set out in the Statutory Framework for EYFS encourage practical exploration with a variety of materials, experimenting with colour, design, texture, form and function as part of the Expressive Art and Design (Creating with Materials) Early Learning Goal. This states that by the end of the reception year children:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Techniques and skills are modelled to children through adult directed activities and children are given the opportunity to further explore and continue their learning within the continuous provision, both indoors and outdoors. Children's ideas are interests are also woven into learning, where appropriate.

Assessment

Teachers use a variety of means of assessing pupils work in line with the requirements of the National Curriculum and Early Learning Goals. We recognise that art is subjective, and therefore, assessment in art and design is on-going, and formative, with a focus on the creative process, rather than the final outcome. We use a variety of assessment strategies, including;

- Regular monitoring and reviewing of pupils' work and understanding processes used through discussion and questioning.
- Summative assessments at the end of years 1 and 2 using a 'best fit' judgement in line with the National Curriculum programme of study.
- Observations of learning, particularly in the EYFS.

In the Early Years Foundation Stage (EYFS) evidence is collected through observations of learning, practical activities, conversations, play and mark making activities and both adult directed and child-initiated activities. Learning is also recorded in our class 'Book of Wonder'. At the end of the EYFS this evidence is used to make judgements based on the Early Learning Goals.