



Broadmayne First School

Art, Craft and Design Policy

The Purpose

Art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art, craft and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims and Objectives

The aims of art, craft and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

- We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults as well as visits to experience the work of professional artists. The activities that they take part in are imaginative and enjoyable.

Teaching and learning style

The school uses a variety of teaching and learning styles in art, craft and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual / group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Teaching art, craft and design to children with special needs

We teach art, craft and design to all children, whatever their ability. Art, craft and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of their children.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that allow all children to access them at the appropriate level with differentiated outcomes and suitable equipment, such as larger/smaller paintbrushes and triangular pencils, which will enable those who are developing their gross or fine motor skills to access the learning
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Gifted and talented

Gifted and talented children will be encouraged to develop their talents and experiences of art, craft and design through a range of activities including extra-curricular art club.

Art, craft and design curriculum planning

Art, craft and design is a foundation subject and is planned in line with the National curriculum. Cross curricular links are made wherever possible. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

Each year group completes an art plan, for units taught, which defines what will be taught and ensures an appropriate balance and distribution of skills across the year. Planning will detail specific learning objectives, expected outcomes and outline some activities which will include exploring and developing of ideas, investigating and making, evaluating and developing work, knowledge and understanding

We plan the activities so that they build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

EYFS Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - Children 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.

Expressive art and design will be delivered through daily activities that are made available for children to access during their independent learning. There will also be adult focus activities where key knowledge and skills will be taught.

Key Stage 1 and 2 Our art objectives are based on the National Curriculum which details that in Key Stage One pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of 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;

Whilst in Key Stage Two they should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history;

Art, craft and design across the curriculum

We encourage creative work at Broadmayne First School and as such we take a cross-curricular approach to learning. During their time at Broadmayne the children should experience opportunities to help them make connections between one area of learning and another and so extend their understanding.

Visual Literacy

We believe that being visually literate is a critical factor in helping us understand our world. Children skilled in visual literacy are able to create meaning from images, which in turn improves their writing proficiency and critical thinking skills. By integrating visual literacy into classrooms, we help children learn to collaborate and to discuss a wide range of ideas while expressing their own. Visual Literacy, when coupled with the ability to read, write, think mathematically, and express oneself competently, prepares children for productive futures.

It is critical for children to be able to evaluate content/texts presented in diverse formats and media. As children gain experience in interpreting works of art, infographics, film, videos, photographs, maps, advertisements, slide show presentations, and so on, they learn that they can use their imagination to see and think between and beyond the lines to draw inferences and conclusions. Visual literacy encourages children to reflect, analyse, and use evaluative thinking skills.

Visual literacy could involve:

- Close readings of works of art and other media as text, which can empower children to build good content knowledge in a range of disciplines, as well as key skills such as critical thinking, evidence-based reasoning, and meaning-making.
- Engaging and conveying ideas in a visual language, through an art medium, is a crucial aspect of visual literacy,
- Discussions about works of art and design develop speaking and listening skills that support collaborative meaning-making and the articulation of ideas.

- Children communicate artistic intention through the visual, verbal, and written presentation of their own work.
- Drawing to learn - the children develop their ideas through pictorial representations to support their learning and can demonstrate their understanding of key concepts visually across a range of subjects such as using a bar model in Maths or showing how shadows are formed in Science.

We aim to use visual literacy across the curriculum.

English

Art, craft and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children and professional artists (including book illustrators), and to say what they think and feel about them. This also includes the regular use of a chosen image to inspire our Big Write sessions.

Mathematics

Art, craft and design contribute to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and pattern through work in two and three dimensions. It is also important in supporting and developing problem skills.

Humanities

Art, craft and design also contribute to the teaching of Humanities through the exploration of art and craft from different periods in our history and different cultures. It enables the children to consider the importance and impact of art over time (including the use of drawings as a means of communication) and can be an important tool for interpreting the past.

Information and communication technology (ICT)

We use ICT to support art, craft and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art, craft and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. We also consider art and craft important in supporting the mental and emotional well-being of our pupils. It can be used as a way of expressing themselves and in mindfulness activities. The freedom to create representations of their inner world is an evidenced based technique for therapy. At Broadmayne, we offer 1:1 creative arts therapy for our children with significant emotional difficulties.

Spiritual, moral, social and cultural development

The teaching of art, craft and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Assessment and recording

All children will keep a record of their work in either a portfolio or a sketch book. (Photographs may be taken of larger pieces of work). This is a resource that should be used to help children explore their thoughts and ideas during any of the art topics. These could comprise of the following e.g. magazine cuttings, photographs, experimenting with a range of media, observational sketches/paintings and so on.

Assessment will focus mainly on individual progress. The sketch book and/or portfolios will offer the teacher a collection of artwork all in one place which will aid with monitoring progression of skills and assessment.

Measuring progression will also include pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

Teachers and pupils will reflect on the standards achieved against the planned outcomes. We assess the children's work in art, craft and design whilst observing them working during lessons. Each piece of work shows the learning intention and this is used to inform assessment and next steps. Teachers make positive comments, as well as constructive suggestions to help children improve their work. Self and peer evaluation is encouraged, and the children are expected to make positive comments about other's work as well as ask questions.

Our assessment in art, craft and design has been reviewed in line with the new National Curriculum, NSEAD and Access Art. The focus will remain on

- Developing skills through
- Exploring and developing ideas
- Investigating and making
- Evaluating and developing work
- Knowledge and understanding.

When teachers assess the children in their class, they will identify the children as working at ARE, 'working towards' or 'exceeding expectations' where applicable. Teachers will monitor progress in each topic area for each child. The children will be encouraged to identify their steps of development.

Resources

We have a wide range of resources to support the teaching of art, craft and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art, craft and design central store. This room is accessible to children only under adult supervision.

Health and Safety

It is the responsibility of the class teacher to ensure a safe working environment. Children should be made aware of any risks and dangers and understand the importance of working safely at all times. Frequent reminders need to be given to reinforce safe working procedures. The children can also be involved in establishing art safety rules for themselves. Where appropriate, risk assessments will be carried out by either the subject leader or individual teachers.

Monitoring and review

The work of the art subject leader involves supporting colleagues in the teaching of art, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. In line with the School Development plan this will include the monitoring of achievements within art. This will take the form of evaluations, learning walks, staff meetings and pupil interviews.

Date for review: Sept 2026