

Expressive Arts and Design Rationale

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for Art, Design and Music begins in Early Years and is directly linked to the specific areas of learning, particularly in relation to Expressive Arts and Design. It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Expressive Arts and Design supports the development of children's artistic and cultural awareness. This is essential to support their imagination and creativity. Engagement with the arts enables children to explore and play with a wide range of media and materials. A robust EAD offer enables children to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.

In the revised EYFS Framework, EAD is broken down into two Early Learning Goals:

- Creating with materials
- Being imaginative and expressive

| Intent | Implementation | Impact: to be reviewed at the end of each year |
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| <p>The Early Year Statutory Framework (EYSF) is not the curriculum</p> <p>All pupils follow a robust EAD curriculum</p> | <ul style="list-style-type: none"> • All staff work together to produce progression documents that have specific end goals drawn from the EYSF, Development Matters and Askwith curriculum • Systematic planning is in place for all pupils in granular steps (this | |

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| <p>All pupils build cultural capital</p> | <p>includes SEND, EAL, PP and vulnerable children)</p> <ul style="list-style-type: none"> • Continuous provision is enhanced where necessary to support pupils meeting endpoints • Pupils will become critical thinkers and have sufficient cultural capital to transition to year 1 and beyond successfully | |
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Substantive and disciplinary knowledge in EAD

Substantive knowledge in EAD is threaded throughout each of the two ELGs. It is the essential knowledge and skills that children need to develop their artistic and cultural awareness.

Disciplinary knowledge in EAD is the interpretation and independent application of substantive knowledge and skills through exploration and experimentation of a variety of media and materials. In doing so imagination and creativity is developed.

Creativity

Creativity within EAD is making connections, problem solving and creative thinking in order to explore a wide range of media and materials in an original way.

Assessment

Assessments of both the prime and specific areas of learning are carried out through impact notes. Opportunities for assessment are planned daily through focus sessions and enhanced provision. For example, a focus session about colour mixing may be led by the teacher. The teacher will make impact notes following

that session. Enhanced provision is then planned to ensure there are opportunities for interactions that support children to practise and apply their knowledge of colour mixing in areas of provision. This can be personalised for particular children's needs. Adults within provision make further impact notes when supporting the children to practise.

Prior to a unit of knowledge, pupils complete 'knowledge check (1)'. This is an oral assessment of children's knowledge that informs the teacher of their starting points.

Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

Two weeks after the unit of knowledge has been taught, pupils complete 'knowledge check (2)'. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly. Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'. Knowledge checks (2), (3) and (4) are teacher assessed and annotated to reveal forgotten knowledge and/or gaps in knowledge.