

# SHEFFORD LOWER SCHOOL

## Art and Design/Technology (D&T) Policy



Written by	Adopted by staff	Ratified by Governors	Revision Due
Amy Mansell (Art and D&T Subject Leader)	October 2021	November 2023	October 2025

### 1. Rationale

- a. Art has a significant and valuable role to play in the overall ethos of this school. Art and D&T is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in variety of media, style and form. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria. Children work individually and within a group to develop their social and personal skills. Wherever appropriate Art and Design is linked to other areas of the curriculum and gives children the opportunities to develop specific art and design skills and reinforces skills already established.

### 2. Aims and objectives

- a. The school believes that creativity is a vital part of the education of all children and will try to ensure that Art and Design Technology have high profiles.
- b. The school's aim is to provide an Art and D&T curriculum which will enable all children to reach their full potential in learning in art through investigating and making and through the development of their knowledge and understanding of the subject.

### 3. Curriculum organisation

- a. To achieve that aim, the school will plan a range of activities in art which provide opportunities for pupils to:
  - i. record responses, including observations of the natural and made environment;
  - ii. gather resources and materials, using them to stimulate and develop ideas;
  - iii. explore and use two and three-dimensional media, working on a variety of scales;
  - iv. review and modify their work as it progresses;
  - v. develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work;
  - vi. respond to and evaluate art and craft including their own and others' work;
  - vii. show development in their ability to create images;
  - viii. understand and apply the basic principles of art and craft to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
  - ix. Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.

### 4. Teaching and Learning

- a. Art will be taught in periods of blocked time allowing for the development of skills and understanding in depth.
- b. Whilst art can be related to other areas of study or other cross-curricular links, teachers also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject.
- c. Planned activities will take account of pupils' previous experience in art.
- d. Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.
- e. Teachers will ensure that the objectives of lessons and the criteria for success are clear to all pupils.
- f. Where the supervision of activities for specific groups of children is delegated to teaching assistants, they will be well briefed and able to support pupils effectively and further their learning.

- g. Teaching should address the fact that all children will develop their ability to make, learn and apply skills at different rates. Differentiation is therefore a key issue and will be open ended and planned differentiation will be by the outcome and by tasks set according to ability.
- h. Teachers should be aware of cultural capital and should ensure all pupils have access to a whole range of artwork and artists.
- i. The school recognises that care in the effective display and presentation of pupils' work and resource materials, and the efficient organisation and presentation of equipment and materials, has a positive effect on pupils' learning and on their respect for the subject.

## **5. Use of Sketchbooks**

- a. Sketchbooks are used throughout the school to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook from Year One and this sketchbook should follow the pupils throughout their learning journey. Sketchbooks start in Year 1 and are progressively built upon through the child's time at Shefford Lower School.
- b. The contents of the sketchbook could include:
  - i. Experiments with using various marking media drawings in a range of media that are;
  - ii. a record of what has been seen;
  - iii. preparatory studies for further work;
  - iv. the development of ideas for further study;
  - v. a record of the development of basic skills;
  - vi. photograph and other illustrative material to support ongoing work;
  - vii. colour schemes and trials;
  - viii. a record of observations seen outside the classroom which will be used as a reference material for further work, for example on a school visit;
  - ix. details of something that will be drawn or painted in entirety; ICT prints and image manipulations.
- c. Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

## **6. Roles and responsibilities of the subject leader**

- a. To support and guide the practice of teachers and support staff.
- b. Ensure coverage, continuity and progression in planning.
- c. To monitor and evaluate the effectiveness of teaching and learning.
- d. To update documentation where necessary.
- e. To manage the budget effectively.
- f. To liaise and consult with outside agencies where appropriate.
- g. To prepare and lead INSET.
- h. To attend relevant INSET training;
- i. To review regularly the contribution made by Art and D&T to a meaningful curriculum.
- j. To ensure artwork and descriptions are displayed in the art gallery. This will need to be changed and updated periodically.

## **7. Art Gallery and Museum**

- a. All children will have access to the artwork displayed around the school. If on the wall, the artwork will be hung at child height and include a written description about each artwork and will be displayed next to the artwork so children can find out information about the artist, where they are from, when it was created and additional information. This artwork will be periodically changed, and additional artwork will continue to be added over time. A mixture of printed and sculptural artwork will be available. The artwork should show a wide collection from an array of art styles, genres, as well as including work from artists throughout history, from around the globe, and different genders. The artwork should also incorporate sculpture and architecture as per the national curriculum.

## **8. Equal Opportunities and Inclusion**

- a. Art and Design and Technology play an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in creative activities; making a positive contribution to the life of the school and local community.
- b. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.
- c. Children have equal opportunities to develop their understanding and enjoyment of art regardless of race, gender, and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.
- d. Art from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

## **9. Assessment, Attainment and Progress**

- a. Teachers' own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

## **10. Assessment, Recording and Reporting**

- a. Individual pupil progress will be monitored to provide guidance for future teaching and learning. The medium term curriculum plans and Curriculum Coherence Documents will record the Art and D&T taught.
- b. Termly Art and D&T assessment on Insight.
- c. Annotated weekly planning will inform future planning.
- d. Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the Art and D&T Leader and specialist staff.
- e. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.
- f. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.
- g. The Art subject leader monitors teaching and progress in Art by:
  - i. informal discussions with staff and children;
  - ii. an annual resource audit;
  - iii. assessing work and progress;
  - iv. Observing lessons.

## **11. Resources**

- a. Management, equipment and resources for these subjects are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation. Staff model safe use of equipment to children and begin lessons modelling and demonstrating safe use of equipment. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Art and D&T Leader as soon as possible. Everyone needs to ensure the art cupboard is kept neatly.
- b. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

## **12. Review**

- a. This policy is monitored through:
  - i. Regular monitoring and evaluation of planning and children's work;
  - ii. Evaluation and analysis of assessment evidence;
  - iii. Lesson observations to monitor the quality of teaching and implementation of planning;

iv. Pupil interviews and questionnaires.