



Art & DT Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Aims and objectives for Art/DT at Sherdley

The aims for the teaching of high quality Art/DT ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences and inspirations.
- Become equipped with the skills in drawing, painting, sculpture and other art and craft techniques in line with the NC progression of skills document.
- Evaluate, analyse and take inspiration from a range of artists and sculptors from our culture and wider cultures.
- Partake in sequential learning opportunities that build upon skills gathered from previous year groups.
- Know and discuss about great artists and how their style fit with the historical and cultural development of their time.
- Are encouraged to use art to express emotions.

How we can fulfil these aims:

- By presenting the arts as an enjoyable experience and is a vital aspect of our culture.
- By making sure the arts are represented positively and model that they are a highly important aspect of a broad and balanced curriculum.
- By providing situations in lessons for self- expression.
- By experimenting with a wide range of media, materials and skills including drawing, painting, printing, clay modelling, junk modelling, textile & sewing work and digital media.
- By developing an awareness of the arts around us including the local area and wider countries. Including looking at nature, great works of art and sculptures.
- Develop a keen interest and knowledge of great artists from past and present.
- Create displays celebrating children's work and showing the process followed in order to reach the final stage.
- Displays changed in line with new Art/DT topics.
- First quality teaching in Art/DT expressing and developing the above skills wherever appropriate.
- Follow the curriculum map, progression map and ARE's to ensure no GAPS in children's progressive Art/DT education.

Curriculum overview and planning

In line with the national curriculum progression of skills for Art/DT, pupils are expected to know and apply the techniques within the NC programme of study as follows:

Early Years Foundation Stage:

EYFS follow a specific early years Art/DT curriculum through their continuous provision which embodies all media of the arts. These include art, DT, music and drama.

KS1:

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop their ideas, experiences and imagination.
- To develop a wide range of Art/DT techniques using colour, pattern, texture, line, shape and space.

- To appreciate and know a range of artists and their work describing similarities and differences between their practises and making links to their own work.

KS2:

Pupils should be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of Art/DT techniques including drawing, painting, sculpture with a range of materials for example – pencil, charcoal, paint, needle/thread and clay)
- To know and appreciate great artists, architects and designers throughout history. Focussing on our own culture and that of other countries.

Planning formats

- The subject leader will provide all year groups from Y1 – Y6 with a curriculum map-, progression map. ARE's and Knowledge organisers outlining the Art/DT topics, artists and techniques for the year.
- Teachers are then responsible to create long term plans from this curriculum map and provide a link on their class page to show this to parents, governors and potential school admissions.
- Teachers will then plan daily plans as usual using the map and long-term plans to inform their progression of skills in their lessons.

Management of the subject

- The subject leader is responsible for ensuring that the subject is monitored appropriately though various mediums such as:
 - Lesson observations
 - Collecting sketchbooks and examples of children's work
 - Pupil voice including the key groups such as PPG and SEN
 - Maintaining accessibility of resources and ensuring staff are aware of where to order resources and confident in doing so.
 - Monitoring of use of ARE's and progression of skills documents.
- A file will be kept and maintained by the subject leader. This evidences all of the above and includes all aspects of the subject such as action plans, curriculum maps and subject policies.

Inclusion and equal opportunities

In providing first quality teaching and an effective learning environment for ALL children in Art/DT some may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to represent.
- Access to stimuli, participation in everyday events and materials to ensure children who struggle with accessing these skills are gaining a high- quality education.
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or other materials.

- Take into account the interests of all the children and fit teaching to engage and enthuse the children in Art/DT.
- Enable the fullest possible participation of all pupils including those with disabilities or specific SEN needs offering positive role models and making alternative provision where necessary.

Differentiation

In providing effective learning opportunities for all pupils, teachers may modify as necessary both the units in the long-term plans and the NC programmes of study to provide all children with challenging tasks suited to their ability. This can be through a range of mediums such as resources, tasks and inputs.

The NC for Art/DT sets out these 3 main principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming barriers to learning and assessment for individuals and key groups of pupils.

Assessment

- ARE's for each year group are implemented to ensure first quality teaching is covering all the necessary skills for that year group.
- Assessment criteria will feature skills and processes from the NC for Art/Design and DT and the NC progression of skills document to ensure all children are developing the necessary skills needed throughout the key stages.
- Staff are provided with all the necessary progression documents to ensure first quality teaching of this subject.

Health and safety

- Staff are aware of health and safety/safe guarding procedures and the location of the relevant first aid personnel if required.
- If staff in UKS2 are using more complex tools and equipment such as hot glue guns/craft knives they are responsible to lead a health and safety talk to the children and monitor/supervise children using these tools in the instance.

Updated – Nov 2020