Chesham Bois CE Combined School
Art & Design & Technology Policy

Our Core Christian Values

As a Church of England School we place the child at the centre of all we do. We welcome children and families of all faiths and of none. Our work is motivated and inspired by our Core Christian Values which are lived out on a daily basis by children and adults in the school. We provide a caring, nurturing learning environment in which all children can achieve and grow together.

Our vision and values are deeply rooted in the bible and inspired by Matthew 19.14

"Let the little children come to me. Don't stop them, because this kingdom of heaven belongs to children like these."

Believing, Achieving and Caring Together

Members of staff responsible:

Art Co-Ordinator

Date of policy: Spring 2025

Reviewed:

Review due: Spring 2028

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- Staff
- Governors

Rationale

At our school Art and Design technology contribute to the development of the whole child: emotionally, intellectually, socially, spiritually and aesthetically. Art and Design Technology are ongoing processes through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work in different media, style and form. They are considered as a vehicle for learning in all areas of the curriculum.

Aims

The school should ensure that all children:

- Access a broad and balanced, enriching curriculum where they can show progression in the development of skills.
- Enjoy an active involvement in art, craft and design.
- Have opportunities to learn about art and technology from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- Develop the ability to analyse and make informed critical judgements about their work and the work of other artists, crafts people and designers using appropriate language.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

Objectives

In their own Art and Design Technology skills children should be able to:

- Use two and three dimensions and in a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Understand and apply the basic principles of art, craft and design to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can see or imagine in sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.

- Evaluate and discuss the outcome of their own work against declared criteria.

- Develop the ability to justify decisions taken concerning the process of their own work.

- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.

- Recognise the difference in approach taken by artists, crafts people and designers in their work.

- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.

- Relate their artwork to other curriculum areas.

- To be given the opportunity to view and to appreciate other children's work.

Art Programme of Study

EYFS:

In the Revised Early Years Foundation Stage, EAD is broken down into two aspects:

- Exploring and Using Media and Materials

- Being Imaginative

Exploring and Using Media and Materials

- Experiment with media and materials finding out about their properties and modifying and manipulating them using a range of tools and techniques.

Being Imaginative

- Pupils to have first hand sensory experiences to develop their creative skills.

KS1:

As pupils progress, they will learn to think more critically and develop a more thorough understanding of art and design. They will also explore how art and design both reflect and shape history, and contribute to culture and creativity. Through projects, individual pieces of work and focused practical tasks, of increasing complexity and challenge pupils will learn to:

- Use a range of materials creatively to design and make products

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- Analyse 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.

KS2:

As pupils progress, they will learn to think more critically and develop a more thorough understanding of art and design. They will also explore how art and design both reflect and shape history, and contribute to culture and creativity.

As pupils move into KS2 (Year 3-6) they will continue 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. Through projects, individual pieces of work and focused practical tasks, of increasing complexity and challenge pupils will learn to:

- Use 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 (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history.

Teaching and Learning Strategies

Year groups are responsible for teaching and developing the 'Art Skills Progression Framework' within their planning.

- Use a variety of approaches that are matched to the activity and the ability of the children.

- Children must be given the opportunity to examine exhibits and artifacts.

- Clearly identify the difference between learning art skills and using art as a method of recording.

- Special needs children need to be catered for in the planning of the programme, raising confidence and self-esteem.

- Develop clear links between art, design technology and ICT.

- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art and design technology curriculum.

- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.

- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.

• Ensure time is allowed for discussion of initial ideas, comparing and evaluating. Matching tasks to pupils' abilities Children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is integral to planning and will include open ended (outcome) and planned differentiation as recorded on medium-term plans. Teachers will extend learning by asking questions and scaffolding their learning. All children will be challenged, including SEN children and gifted and talented, to ensure that every child to learning and achieving at their full potential in all art lessons.

Use of Sketchbooks

Sketchbooks are used in year 1 through to year 6 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 that is similar in format.

The contents of the sketchbook could include:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of their basic skills development
- Photograph and other illustrative material to support on-going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example: on a school visit
- Details of something that will be drawn or painted in entirety

Health and Safety

The school is responsible for teaching art, craft and design in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. The teaching staff and art co-ordinator are responsible for the supervision of activities such as cutting, printing, batik work and mixing of media.

All art and design technology equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head Teacher.

Role of the Co-ordinator

- Produce the Art Policy and oversee the Art and DT plans of teachers that meet the statutory requirements.

- Produce the Art and Design Technology action plan and position statement with realistic and developmental targets

- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.

- Co-ordinator to purchase and organise the appropriate resources.

- Attend relevant in service courses and feedback to staff new information and ideas.

- Monitor Teaching and Learning and assessment, including the use of sketchbooks and record keeping.