

# Forty Hill C.E. School

## Art and Design Technology Policy



### Introduction

At Forty Hill C.E. School, we use the EYFS framework and National Curriculum objectives to inform our planning from EYFS to Year 6. We ensure progression of skills and an exposure to a wide range of skills, techniques and artists so that our children leave with a broad and balanced experience of Art and DT.

In addition to half termly units, we hold Focus Days and Arts Trophy competitions which give our children opportunities to express themselves creatively. Year 5 and 6 also have opportunities to develop their skills through College courses in Art and Sewing.

This commitment to the Arts reflects our school vision of Learning and Living in Faith, Hope, and Service. Art nurtures hope by encouraging students to explore new ideas and creative possibilities, fostering faith in their abilities and confidence in self-expression. Collaborative art projects and community events such as our Arts Trophy allow students to serve one another and the wider community, using their talents to inspire and uplift. By encouraging purposeful design and teamwork, we instil a sense of service to others and the community. The practical, real-world focus of our DT projects nurtures hope, as students see the impact of their work on their immediate environment and beyond, while faith in their abilities grows as they tackle challenges and develop important life skills through collaborative learning.

### Our Vision



Jesus said "As I have loved you, so you must love one another. By this everyone will know that you are my disciples." John 13:34-35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

By engaging with Art and Design Technology in these ways, we aim to cultivate learners who live out our vision through creativity, reflection, and connection with the world around them.



### Aims

We teach Art and DT in order to develop the child as artists and designers. This means ensuring that the children develop both their **skills** and their **knowledge** in the following ways:

- producing creative work, exploring their ideas and recording their experiences
- becoming proficient in drawing, painting, sculpture, building and cooking techniques
- evaluating and analysing creative works using the language of art and design
- knowing about great artists, craft makers and designers, and understanding the historical and cultural development of their art forms or products

### Art and DT in the Wider Curriculum:

#### When teaching Art and DT, teachers will:

- ensure children understand the purpose of their unit and explain learning objectives clearly
- use key questions to direct pupils' thinking / enquiry about the subject and the skill being acquired
- be aware of the knowledge and skills children have already learnt in previous year groups to ensure progression

- ensure that a range of mediums and activities are used to allow each pupil develop their skills year on year and make progress
- model and explain key vocabulary, referring to the Tiered Vocabulary available on Knowledge Organisers
- plan, where possible, trips and visitors which link to your topic in order to inspire children and expand their cultural capital

#### **In learning Art and Design pupils will:**

- use a range of resources such as acrylic, watercolours, chalk, oil pastels, clay,
- investigate what materials, mediums and techniques they can use to develop their creativity.
- present their knowledge and understanding in a variety of ways such as through displays, sketch books, art folders and the use of Tapestry
- begin to pose and investigate their own questions about other artists and designers work in order to replicate, reflect, analyse and critically evaluate theirs and others work.
- learn and refine such skills as using a number of brush techniques to produce shapes, textures, patterns and lines, mix colours effectively, use watercolour paint to produce washes for backgrounds then add detail, sketching (lightly) before painting, producing different pencil grades to create lines, varying tones and texture, selecting an array of materials to create a collage and using technology to produce images and videos.

#### **Assessment**

##### **To assess pupils' progress in Art and Design we:**

- use National Curriculum objectives and the EYFS framework to evaluate the children's achievements for both subject knowledge and skills at 3 'checkpoints' throughout the year
- take photographs from lessons as evidence
- make notes of related trips or visitors

Children's annual report to parents will indicate the child's progress and attainment in these subjects.

#### **Monitoring and Evaluation**

##### **To monitor and evaluate Art and DT, the subject leader will:**

- carry out book looks
- observe lessons through formal observation and/or learning walks
- ensure that the school stays abreast of any changes in national or local expectations
- carry out pupil interviews
- review provision of resources
- support with teaching and learning and CPD
- encourage teachers to plan for cross-curricular opportunities

#### **Equal Opportunities and Special Educational Needs and Disability**

All children are provided with equal access to the Art and DT curriculums. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability. Every effort must be made by teachers to ensure that pupils with SEND are enabled to participate as fully and as effectively as possible in Art and DT. Teachers should take specific action to enable the effective participation of all pupils through effective planning. Potential areas of difficulty should be identified and addressed at this stage.

Accepted by the Governing Body: July 2025

Review Date: July 2027