



Art, Design and Technology Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date approved: 9th March 2018

Date of review: Spring 2021

Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Arts, Design and Technology as part of the National Curriculum for all registered pupils.

This policy outlines the teaching, organisation and management of the Arts, Design and technology, taught and learnt at St. Luke's C of E Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that art, design and technology play in the education of our children. It is important that a positive attitude towards Art, Design and Technology is encouraged among all children and staff in order to foster self- confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.

- To build positive partnerships between school, home and the wider community.

Art, Design and Technology aims:

Promote and support creativity, imagination, and self-expression.

Encourage children to think 'outside the box' and foster a sense of confidence in their own ideas and choices.

Support children to develop their self-esteem.

Develop children's ability to control and manipulate resources, tools and techniques.

Enrich children's awareness of the Art, Design and Technology and their place in society and history.

Promote children's knowledge, appreciation and enjoyment of art, design and technology.

Utilise cross curricular strategies to provide art, design and technology opportunities.

Art and Design:

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design and technology:

Key stage 1

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed..

Planning and Resourcing

The school follows a two-year rolling programme based on the National Curriculum. Medium-term objectives are derived within triplet groups using target tracker as additional guidance.

Planning is also discussed at staff meetings every half term in order to ensure coverage in line with the requirements on the National Curriculum.

Early Years Foundation Stage.

The Early Years Foundation Stage specifies that children should work towards achieving specific early learning goals;

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

The Early Years Foundation Stage curriculum is play based and relies heavily on well planned play opportunities to progress children's own natural learning

patterns in a safe and secure environment that promotes their natural inquisitiveness. The continuous provision that the children experience on a daily basis always offers opportunities to explore art and design activities. Paint, pencil, felt tips and pastels or crayons are always freely available, but in addition to this the children are offered numerous opportunities to explore more unusual mark making and creative experiences on a small and large scale. Role play and small world provision allows them to express their imaginative and creative side and the children experience music and movement activities on a daily basis.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is paper based or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has exceeded national expectations, is working as is expected for their year group or is emerging/working-towards the national expectations.

Recording and Reporting

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in art, design and technology is a statutory requirement. An annual report is sent to parents.

Inclusion and Equal Opportunities

Every child has an entitlement to a broad, balanced, meaningful and relevant music curriculum. We recognise that each child is unique in terms of characteristics, interests, abilities, motivation and learning needs. At St Luke's we recognise children's different learning styles and preferences and aim to provide learning contexts for visual, auditory and kinaesthetic learners. Those children with exceptional learning needs will have equal access to high-quality and appropriate art, design and technology education.

We incorporate the arts into a wide range of cross-curricular subjects. All children have equal access to the curriculum regardless of their gender, race, cultural background or disability. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Reviewing

The subject leader uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

Samples of work and copies of medium-term plans are collected and kept in a file.

The subject leader looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Role of the subject leader

The art, design and technology leader is responsible for coordinating the subjects through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of art, design and technology are to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of art, design and technology throughout the school
- assisting with requisition and maintenance of resources required for the teaching of art, design and technology. Again this will be within the confines of the school budget.
- monitoring progress over time

Role of the class teacher

- To ensure progression in the acquisition of art, design and technology skills with due regard to the new National Curriculum.

- To develop and update skills, knowledge and understanding of art, design and technology.
- To identify inset needs in art, design and technology and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for art, design and technology, creating schemes of work, liaising with the subject leader where necessary.
- To identify what resources are needed for their schemes of work and to liaise with the subject leader to purchase what is necessary (within the confines of the school budget).

Links with other school policies

The art, design and technology policy incorporates the aims of the following policies:

Equal Opportunities

Special Needs

Health and Safety

Teaching and Learning

Most Able