

Netherleigh and Rossefield School

Art and Design & Technology Policy

September 2016

1 Aims and Objectives

- 1.1 Art, Design and Technology stimulates creativity and imagination and prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life.
- 1.2 Our main objectives in the teaching of Art and DT are:
- To develop imaginative thinking in children, and to enable them to talk about what they like and dislike when designing and making, and to be able to express their own ideas through their work;
 - To enable children to talk about how things work, and to draw and model their ideas;
 - To encourage children to select appropriate materials, tools and techniques for creating their "product", whilst following safe procedures and correct use.
 - To increase their critical awareness of the roles and purposes of Art and DT throughout the ages and throughout the world;
 - To develop increasing confidence in the use of visual and tactile elements and materials;
 - To foster enjoyment, satisfaction and purpose in designing and making things.

2 Teaching and Learning

- 2.1 We use a variety of teaching and learning styles in our Art and DT lessons. The principal aim is to develop children's knowledge and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and producing a piece of work, and then subsequently evaluating it. We do this through a mixture of whole class teaching, group and individual activities. Within lessons, we give children the opportunity to both work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. They will also have the opportunity to use a wide range of materials and resources, including ICT.
- 2.2 We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended, and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity adapted to the ability of the child;
- Using peer support – we partner pupils of disparate ability;

2.3 We assess the children's progress informally during lessons.

3 Art/DT Curriculum Planning

3.1 Our curriculum planning is in three phases: long-, medium-, and short-term. Our long-term plan maps the Art and DT topics studied in each term during each Key Stage and Year group. The Art/DT subject leader works this out in conjunction with their teaching colleagues in each year group. In some cases, we combine the topic with work in other subject areas, especially at Key Stage 1. At other times, we arrange for the children to carry out the topic independently.

3.2 Our medium term plans give details of each unit of work for each term. The Art/DT subject leader reviews these plans as necessary. As we have mixed-age classes, we do the medium term planning on a two-year rolling programme. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

3.3 Each class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. The class teacher keeps these individual plans, and can discuss them with the Art/DT subject leader on an informal basis.

3.4 We plan the topics in Art/DT so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

3.5 Over the course of the 2016-17 academic year, we are developing new schemes of work within school for Art and for DT, which are based on the objectives of the Primary National Curriculum. Aspects of this new scheme of work are being incorporated into lesson planning during the 2016-17 academic year. The new schemes of work will be implemented in full for the beginning of the 2017-18 academic year.

4 The Early Years Foundation Stage

4.1 We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world as an integral part of the school's work.

As the Reception class(es) are part of the Foundation Stage, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the EYFS. These underpin the curriculum planning for children aged two to five. This learning forms the foundation for later work in Art and DT. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely and with increasing control and confidence.

- 4.2** We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

5 The Contribution of Art/DT to Teaching in Other Curriculum Areas.

5.1 English: Art/DT makes a significant contribution to the teaching of English in our school because it provides valuable opportunities to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them, articulate their ideas, and to compare and contrast their views with those of others. Through discussion, children learn to justify their own views and clarify their design ideas.

5.2 Mathematics: Art/DT gives children the opportunity to learn about shape and space through 2d and 3d work. Accurate and scale modelling will make practical use of their mathematical knowledge.

5.3 ICT: Children use software to enhance their skills in designing and making, and use graphics based software to model and develop their ideas. The children also use ICT to collect information.

5.4 PSHEE & C: Art/DT contributes significantly to the teaching of PSHCE. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene and how to prevent disease when handling food.

5.5 Spiritual, Moral, Social and Cultural Education: The teaching of Art/DT offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their idea and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Art/DT, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop a cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

6 Teaching Art and DT to Children with Special Educational Needs

6.1 At our school, we teach Art/DT to all children, whatever their ability. Art and DT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

7 Assessment and Recording

7.1 Children demonstrate their ability in a variety of different ways. We assess work by making informal judgements as we observe a piece of work during lessons. Once the children complete a piece of work, we mark and give written or verbal feedback, to help guide progress.

7.2 The class teacher keeps evidence of the children's Art/DT work.

8 Resources

8.1 We have sufficient resources to be able to teach Art and DT. We keep these resources in a central store to teach each unit of work.

9 Health and Safety

9.1 Teachers must ensure that health and safety guidelines are observed in this subject, by teaching children how to use tools and equipment safely. Where appropriate, children are taught food hygiene procedures.

10 Monitoring and Review

10.1 It is the responsibility of the Senior Management and Art/DT subject leader to monitor the standards of children's work and the quality of planning and teaching in Art and DT. This may also involve supporting colleagues in their knowledge and understanding, keeping up to date with developments in the subject, and providing a strategic lead and direction for the subject in the school, as well as reviewing strengths and weaknesses, and indicating areas for development.