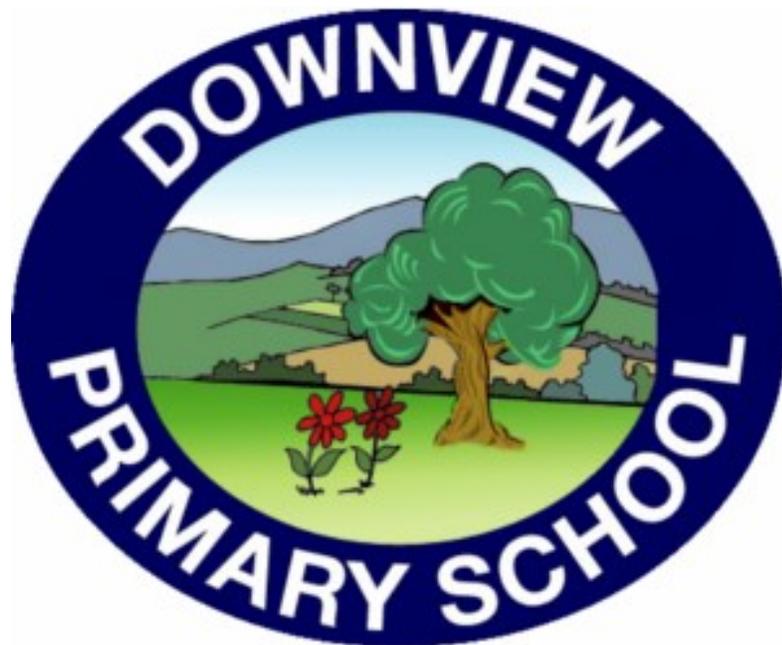


Art and Design Technology Policy

Autumn 2020



*“Art and design is not just a subject to learn,
but an activity that you can practise: with
your hands, your eyes, and your whole
personality”*

*Quentin Blake Children’s Author and
Illustrator*

(From NC Art and Design)

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Art and Design Technology stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It allows children to communicate what they see, feel, think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their own environments through art and design activities. They explore ideas and meanings through the work of artists, sculptors and designers. Through learning about the roles and functions of art and design, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts and designs enrich all our lives.

The aims of Art and Design Technology teaching at Downview Primary School are:

- To enable children to record from first hand experience and from imagination and select their own ideas to use in their work and design.
- To develop creativity and imagination through a variety of complex activities.
- To improve children’s ability to control tools, materials and techniques.
- To increase their awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To be aware of food preparation, hygiene and safety and begin to explore nutrition in order to embrace a healthy lifestyle.
- To foster enjoyment and appreciation of the visual arts, designs and knowledge of artists, crafts people and designers.

2 Teaching and Learning Styles

The school uses a variety of teaching and learning styles in art and design technology lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performances as models for other children. They encourage children to evaluate their own ideas and methods and the work of others and to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, cooking facilities including ICT.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all the children by matching the challenges of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open ended and can have a variety of responses
- Setting tasks of increasing difficulty, where not all children complete all the tasks.
- Mixed ability grouping with provision for extension and enrichment.
- Providing a range of challenges with different resources.

3. Art and Design Technology Planning

Art and design technology are foundation subjects in the National Curriculum. At Downview School we use the national scheme as a basis for our curriculum when planning in art and design technology. We have adapted the national scheme to work alongside our different topics.

We carry out curriculum planning in art and design technology in 3 phases: long term, medium term and short term. Our long term maps out the themes covered in each term during each key stage. Our subject leaders monitor and collaborate with teaching colleagues in each year group.

Our medium term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of the work across the term. The subject leaders are responsible for reviewing these plans.

Class teachers complete a daily plan for each art and design lesson they teach. These list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. The plans also include the skills that children will develop too. The class teacher is responsible for these plans and uses them to support each lesson. These plans can be discussed with the class teacher and subject leaders on an informal basis.

We plan the activities in art and design technology so that they build on the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge as they move up through the school.

4. The Early Years Foundation Stage

We encourage creative work in reception, as this is part of the EYFS. We relate the creative development to the objectives set out in the EYFS learning and development objectives, which underpin the curriculum planning for birth to five. The children's learning includes art, music, dance, role play, making and creating, and imaginative play. The range of experience encourages the children to make better connections between one area of learning and another, and so this extends their understanding.

5. The contribution of Art and Design Technology to other subjects.

Often art and design technology will have cross curricular links with other subjects. It is important that this is shown in teachers' planning.

English

Art and design technology contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and say what they think and feel about them.

Maths

Art and design technology contribute to children's mathematical understanding by giving opportunities to develop children's understanding of shape, space and measures through two and three dimensions.

ICT

We use ICT to support art and design technology when appropriate. Children can use software to explore shape, colour and pattern in their work. They also collect visual information to develop their ideas by using cameras and video cameras. They record their observations and then manipulate them in photo editing or painting software. Children use the internet, to find out more about the lives and works of famous artists, sculptors and designers.

Relationships and Health Education (RHE)

Art and design technology contribute to the teaching of some elements of relationships, health education and food and nutrition. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

Spiritual, moral, social and cultural development.

The teaching of art and design technology offer opportunities to support the social development of children, through the way we expect them to work with each other. Groups allow the children to work together collaboratively and give them the chance to discuss their ideas and feelings about their and the work of others. Their work in general allows them to develop a respect for the abilities of other children, and encourage them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and adults, thus developing a better understanding of themselves and their creative ability. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6. Art and Design Technology and inclusion

Teaching in art and design technology should address the fact that all children will develop their ability to create images and to learn and apply skills at different rates. Differentiation needs to be open ended and planned related to outcome at tasks set for the differing abilities. Individual children will be supported through questioning and support from the teaching staff.

We teach art and design technology to all children, whatever the ability and individual needs. Art and design technology at Downview forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of the children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those with English as an additional language.

We enable pupils to have access to the full range of activities involved in learning about art and design technology. Where children are to participate in activities outside the classroom for example a visit to an art gallery or cooking sessions in our cookery room, we carry out a risk assessment and inventory prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Use of Sketchbooks

Sketchbooks are used in Reception to year 6 to regularly record, collect and explore ideas and images and other information relevant to the 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. It is essential that all children use the sketch book in a similar 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 studies.
- A record for basic skills development.
- Photograph and other illustrative material to support ongoing work.
- Colour scheme and trials.
- A record of observations seen outside the classroom which will be used to reference material for further work.
- Details of something that will be drawn or painted.

- ICT prints and image manipulation.

Any learning outcomes or planning for design technology projects are recorded in individual learning journal/topic book.

8. Assessment for learning

We assess the children's work in art and design technology whilst observing them working during lessons. Teachers record progress made by the children against the learning objectives for that lesson. At the end of the unit of work or topic, we make a judgement against the school's assessment policy. The teacher records the level that each child has reached and then uses this to inform future planning. This method of recording enables the teacher to make an annual assessment of progress for each child, as part of the child's end of year report to parents. We pass this information in to the next teacher at the end of the year.

Children are encouraged to assess and evaluate their own work and that of other pupils. This can help them appreciate how they can improve their performance, and what their targets for the future are.

9. Resources

We have a wide range of resources in individual year group to support the teaching of art and design technology.

10. Monitoring and Review

The monitoring of the standards of the children's work and the quality of the teaching in art and design technology is the responsibility of the subject leaders. The work of the subject leaders also involves supporting the colleagues in their teaching, being informed about current developments in art and design technology and providing the strategic direction for this subject in the school.

This policy should be reviewed every 2 years.

Date to be reviewed: September 2022

**Due to the Covid 19 pandemic, some aspects of the policy may not be implemented, but where possible, best endeavours will be made.*