



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **ART AND DESIGN TECHNOLOGY POLICY**

### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to reach their full potential academically, socially and emotionally.

### **Introduction**

Art and Design Technology (DT) are foundation subjects in the National Curriculum. This policy outlines the purpose, nature and management of art and DT in Glebe Primary School. The implementation of this policy is the responsibility of all teaching staff. Our school aims and ethos underpin the ways in which we ensure a whole school approach to provide an effectively taught curriculum for all our pupils. While art and DT are two discrete subjects, they complement each other and the skills learnt in each are transferable to the other. Therefore, we have combined both into one policy.

Both subjects stimulate creativity and imagination. They provide visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of: colour, texture, form, pattern and different materials /processes. Children become involved in shaping their environments through art and DT activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art and DT, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

Art is a powerful and very individual communication tool for our pupils. Through this media, Glebe Primary School pupils can express their understanding of the world around them. Art combines the development of ideas and concepts, through to exploration and education of feeling, thus helping to educate the 'whole' child emotionally, aesthetically, spiritually, intellectually and socially. Due to the diversity of art, there is no 'right' or 'wrong' way to create a piece of work. Therefore, our pupils can gain confidence and a feeling of achievement from whatever the end result may be. Art can be a very useful tool to encourage and celebrate pupils' sensory exploration and development.

DT provides practical learning experiences, which make it accessible to all pupils. Pupils use knowledge and understanding from across the curriculum and apply them in practical activities. This involves identifying the purpose and a user, generating design ideas, planning, making and evaluating.

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Designing and making real products, that can be used, gives pupils a sense of real achievement and improves their self-esteem. They benefit from seeing their own progress and taking greater responsibility for their learning, as they begin to evaluate the quality of their work. Pupils' personal involvement with tasks often improves their attention span, persistence and commitment. We want all our pupils to experience a wide and varied DT Curriculum. As such, we offer additional opportunities through extra-curricular activities such as clubs, competitions and home projects.

### **Aims**

We aim to fulfil the requirements of the National Curriculum for Art and Design, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf) which are:

- Ensuring the progressive development of knowledge and skills enable children to observe and record from first-hand experience and from imagination;
- Developing the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes;
- Developing an awareness of the visual and tactile elements including: colour, pattern and texture, line and tone, shape, form and space;
- Fostering enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers;
- Increasing critical awareness of the roles and purposes of art and design in different times and cultures;
- Analysing works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects;
- Providing a broad and balanced curriculum;
- Ensuring the progressive development of knowledge and skills;
- Learning how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology;
- Developing a critical understanding of its impact on daily life and the wider world;
- Participating successfully in an increasingly technological world using the language of design and technology;
- Enabling all children to have access to a varied range of high quality art experiences;
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community;
- Helping children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live;
- Cultivating children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments;
- Developing the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Using ICT to realise, develop and enhance their work;
- Carrying out practical tasks in which they can make a contribution to the development of individual or group projects, rather than working to predetermined goals;
- Learning how to critique, evaluate and test their ideas and products and the work of others;
- Understanding and applying the principles of nutrition and learning how to cook.

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### **Early Years Foundation Stage**

Nursery and Reception follow the Early Years Foundation Stage (EYFS) statutory framework for the teaching of art and DT. Both subjects are found within the specific areas; Understanding the World: Technology and, mainly, Expressive Arts and Design: Exploring and using media and materials, and, Expressive Arts and Design, being imaginative. Objectives and Early Learning Goals detail the knowledge, skills and understanding for Art and DT within the EYFS. Development in these areas involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. We aim to deliver this through planned, purposeful activities, with a mix of adult-led and child-initiated activities. The children have access to technological toys and books as well as a range of other design or technological equipment and materials. They have ample opportunity to talk about their designs, how to change and improve them, and design again through questioning.

### **Key Stage One**

In art, pupils should be taught 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;
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- Describe the differences and similarities between different practices and disciplines of a range of artists, craft makers and designers, and make links to their own work.

In DT, pupils should be taught to:

- 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;
- 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;
- Explore and evaluate a range of existing products;
- Evaluate their ideas and products against design criteria;
- 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;
- Use the basic principles of a healthy and varied diet to prepare dishes;
- Understand where food comes from.

### **Key Stage Two**

In art, 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;
- Create sketch books to record their observations and use them to review and revisit ideas;

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

In DT, pupils should be taught to:

- 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;
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- 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;
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- 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.

### **Planning**

At Glebe Primary school, each year group covers 3 units of art per academic year. Teachers work with both the National Curriculum and the progression of skills document to plan creative and inspiring schemes of work ensuring the teaching of a broad range of skills. Throughout the school, the following areas of Art are used as a basis for the units of work that are taught: drawing, painting and sculpture. Teachers plan short term plans for their current classes, ensuring personalised learning for all.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

In DT, year groups also cover 3 units of work across the academic year. The whole school overview allows pupils to revisit learnt skills and learn new skills, as well as make cross-curricular links. From the National Curriculum and a wealth of subject knowledge, a document identifying the progression of skills has been created to support planning. Teachers use the Scheme of Work (which was specifically designed to meet the needs of our pupils at Glebe) to form their short, medium and long-term plans upon, ensuring they cover the main areas of DT: design, make, evaluate, technical knowledge and cooking and nutrition. Tailored Knowledge Organisers support both teachers and pupils in identifying the key skills and knowledge that needs to be learnt in each key phase. Teachers plan and deliver engaging lessons for their current teaching groups and consider personalised learning for all.

Activities in Art and DT are planned so that they build on prior learning. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build

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planned progression into the themes so that the children are increasingly challenged as they move through the school.

Both Art and Design and Technology generally take place during afternoon sessions, occasionally a block of days/ afternoons at the teachers' discretion.

### **Equal Opportunities and Inclusion**

We aim to provide a broad and balanced education to all pupils. We provide learning opportunities that are matched to the needs of pupils of all abilities, so all can reach their full potential. We include all children in their Art and DT lessons, by using different resources, pre-teaching, support from Teaching Assistants and the Teacher. It is important for children to recognise the skill they are learning and to focus on this at any one time. It is the Teacher's role to address any concerns children may have about their work, commenting about and reminding them of the specific skill they are learning and praising their achievements.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks, resources, feedback and outcomes which is consistent with school-based intervention as set out in the SEND Code of Practice. Appropriate provision will be made for pupils with physical and sensory impairments using technology, alternative means of communication and multi-sensory approaches.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Art and DT in the school will comply with the three basic principles for inclusion:

- Set suitable learning challenges;
- Respond to pupils diverse learning needs;
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

More able children will be encouraged to develop their talents and experiences of Art and DT through a range of activities. It is the class teacher's responsibility to make sure suitable learning objectives are being set and that the children are being challenged in their learning. Subject leaders support teachers in providing those opportunities for the more able children to thrive in their learning environment. Opportunities for the development of capability will be identified within the short term planning. Class teachers are responsible for planning and ensuring all children's needs are met.

### **Assessment and Recording**

Teachers will use these to make a judgement on their children's attainment at the end of each term against age-related expectations.

Staff are provided with National Curriculum objectives for Art and DT and a progression of skills document, which they will use to assess each child individually within a topic. Each piece of work shows the learning objective and this is used to inform assessment. Topic records are used to assess children against the National Curriculum objectives for each unit of work. This ensures coverage across the year of the key skills. All plans and Knowledge Organisers are specifically linked to the progression of skills required for each year group. Teachers will use these to make a judgement on their children's attainment at the end of each term against age-related expectations.

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Assessment forms part of the planning, teaching and learning and takes place throughout the year by questioning, observing pupils at work and discussing their ideas with them to assess what they know and understand. Teachers make positive verbal/written comments, as well as constructive suggestions to help children improve their work. The children are also involved in the evaluation process and are expected to carry out their own self- assessment of their work using success criteria/checklist to guide them. Peer assessment is encouraged and the children are expected to make positive comments about others work in addition to asking questions. Each piece of work shows the learning objective and this is used to inform assessment.

Each child has a sketch book where their artwork will be kept. These books will be used to practise skills, plan and evaluate work too and any large scale pieces of Art and DT work will be recorded in the form of a photograph.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work, including Art and DT at the end of the summer term.

### **Equipment and Resources**

All children should have access to basic Art and DT materials in their own classroom, including paintbrushes, glue, scissors, and some paint. Materials which are not used on a daily basis, such as clay, printing ink, or large sculpture materials, will be ordered by the subject leader and distributed to the necessary year groups. Additional resources that can be used across all year groups are stored in Art and DT storage cupboards.

### **Roles and Responsibilities**

The **subject leader's** role is to:

- Support colleagues in teaching the subject content and developing the detail within each unit;
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints;
- Audit current practice;
- Develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in Art/DT education and media usage;
- Prepare and review policy documents, curriculum plans and schemes of work for the subject;
- Encourage staff to provide effective learning opportunities for all pupils;
- Develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- Help colleagues develop their subject expertise and organise and monitor their professional development;
- Collect, evaluate and inform staff of all resources;
- Ensure standard formats for assessment and monitoring are being used;
- Provide annual subject action plans including costings and priorities, which help inform the school development plan;
- Analyse class, year group and whole school data and report findings to SLT;
- Attend and deliver insets.

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The **class teacher's** role is to:

- Ensure coverage of Art/DT for their year group/Key Stage;
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum;
- Plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class;
- Differentiate tasks to meet pupils' needs;
- Make lessons fun and engaging;
- Assess children's skills and knowledge.

### **Monitoring and Review**

The Art and DT policy of the school is reflected in our practice. This is monitored regularly by the subject leaders through the scrutiny of planning, pupil interviews, staff surveys and children's work. The monitoring of the standards of children's work and of the quality of teaching in Art and DT is the responsibility of the Art and DT subject leaders and senior management within the school. The work of the subject leader also involves supporting colleagues in the planning and teaching of Art and DT, monitoring pupil progress through pupil questionnaires and interviews, work sampling, classroom observations, being informed about current developments in these subjects and providing a strategic lead and direction for these subjects in school. The subject leaders will audit resources and organise storage and ordering of items, they will work with year group teams to discuss resourcing needs and issues.

### **Displaying Work**

At Glebe Primary School, we value the importance of displaying children's Art and DT work. Displays may contain work completed in lessons, photographs of product outcomes and home learning projects. This encourages children to take pride in their work and value and respect others' work. Our displays provide a stimulating and interesting working atmosphere, where Art and Design Technology are valued.

### **Health and Safety**

When working with tools, equipment and materials, in practical activities, children are taught about hazards, risks and risk control, to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others. Children are taught to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers always teach the safe use of tools and equipment and insist on good practice. Individual risk assessments will be conducted for specific equipment e.g. scalpels used to make stencils in year 6, use of saws in year 5, split pins in year 1.

**This policy was last reviewed: January 2023**

**Date of next review: January 2025**