ART AND DESIGN & TECHNOLOGY POLICY

 ALL SAINTS UPTON CHURCH OF ENGLAND PRIMARY SCHOOL

WHAT IS ART AND DT?

At All Saints Upton, we view art and DT (design technology) as subjects that allow children to apply their knowledge and understanding in a creative and imaginative way to design and make products and prepare themselves for a rapidly changing and increasingly technological world. Through the study of art and DT, the children develop their skills of designing and making products to solve real and relevant problems and they learn to reflect critically on their own work and the work of others. They also study and evaluate the work of artists and use a range of materials and equipment to express their own ideas and feelings.

SUBJECT AIMS

Our aims for art and DT are that all children will:

* Find enjoyment in creative art and see themselves as artists;
* Find a sense of purpose, achievement and fulfilment in artistic expression;
* Appreciate and evaluate the work of a range of artists from their own and other cultures;
* Develop designing and making skills in order to create high-quality prototypes and products for a wide range of users;
* Select appropriate tools and materials and use these safely and effectively;
* Critique, evaluate and test their ideas and products and the work of others;
* Understand and apply the principles of nutrition and learn how to cook;
* To use ICT software to assist the designing process.

TEACHING AND LEARNING

We use a variety of teaching and learning styles to teach art and DT lessons in our school. Our teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and finally evaluating them. There is a mixture of whole class teaching and individual/ group activities so that children are able to learn to work both independently using their own initiative and alongside others, sharing and developing ideas successfully and demonstrating respect for others. Children have plentiful opportunities to critically reflect upon their own work and the work of others, talking about the things that they like and suggesting ways in which the product could have been improved. They have the opportunity to use a wide range of tools, materials and resources, including ICT to help with the designing process. We always ensure that tasks appropriately cater for the different needs and abilities of all of the children within each class. This is achieved through a range of strategies, including differentiating by task, expected outcome, resources and/ or further support from peers or adults.

ART AND DESIGN IN THE PRIMARY NATIONAL CURRICULUM

Art and Design technology are foundation subjects in the National Curriculum. We follow the KAPOW scheme of work which enables children to constantly build upon prior knowledge. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and progression is built into our planning so that the children are increasingly challenged as they move throughout the school. We teach three half terms of art and three half terms of DT throughout the year in each year group, starting from reception. Our long term plan maps out the different units covered in the KAPOW scheme and ensures that all aspects of the curriculum are covered. The subject lead has access to planning from all class teachers when required.

THE FOUNDATION STAGE

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 and we work towards achieving the Early Learning Goals by the end of the year. Early experiences of art and DT include asking questions about how things work, talking about their ideas, experimenting with mark making skills and handling appropriate tools and materials safely and with increasing control.

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. Children in the Foundation Year will undertake investigative skill-based tasks during independent working time (continuous provision). The creative area will be available to them on a daily basis and they will be encouraged to undertake focused practical tasks through adult-directed and self-initiated stimuli. Children in the Foundation Stage work on a range of creative themes and tasks, and their work in Expressive Arts and Design links closely to other areas of the Foundation Stage Profile, especially Physical Development.

KEY STAGE 1 AND KEY STAGE 2

Through art and DT, pupils will be taught to design, make and evaluate real life, relevant products for a range of intended users using a range of tools, equipment and skills. They will explore and critically evaluate a range of products/ pieces of art work and will reflect on the work that they have produced too in order to make any improvements.

As part of their work with food, pupils will be taught how to prepare food and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Within the study of art, children will develop a range of different skills including drawing, painting, collage and textiles using a range of different media. They will reflect critically upon their own work and the work of others, including their peers and a range of different artists and they will create pieces of art that express their own ideas and feelings. They will use ICT to design and develop their ideas and they will apply their knowledge of printing, collage and textiles skills to create pieces of art, in both 2D and 3D forms.

Progression of Art and DT skills will be monitored each half by the subject leader.

CONTRIBUTION OF ART AND DESIGN TO OTHER AREAS OF THE CURRICULUM

As well as making its own distinctive contribution to the school curriculum, art and DT contribute to the wider aims of primary education. Making links between areas of learning deepens children’s understanding by providing opportunities to reinforce and enhance learning.

**English**

Art and DT contributes to the teaching of Literacy in our school by providing valuable opportunities to reinforce what the children have been doing during their Literacy lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about art and design. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

**Maths**

In art and DT there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check their results of calculations for reasonableness and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe qualities and calculate proportions. The children will carry out investigations and in doing so; they will learn to read and interpret scales, collect and present data and draw their own conclusions. They will learn about size and shape and make practical use of their mathematical knowledge in order to be creative and practical in their designs and modelling.

**Science**

Science helps us in art and DT lessons to look at and draw electrical circuits. It also helps us to think more about using materials to create structures which withstand a force.

**Computing**

We use ICT to support art and DT teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources and word processing packages to plan and evaluate work through the design process.

**Personal, social and health education (PSHE) and citizenship**

Art and design contributes to the teaching of personal, social and health education and citizenship. 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, how to prevent disease from spreading when working with food.

**Spiritual, moral, social and cultural development**

The teaching of art and 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 gives them the chance to discuss their ideas 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 and 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 their 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.

SPECIAL EDUCATIONAL NEEDS

We teach art and DT to all children, whatever their ability as art and DT forms part of the school curriculum to provide a broad and balanced education to all children. Through our art and DT 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. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels.

MONITORING AND ASSESSMENT

Assessment is an integral part of the teaching process across the whole curriculum, including art and DT and it is used to inform planning and to facilitate differentiation. Assessment is based on a combination of teacher assessment and pupil self-assessment/ peer assessment. It is ongoing to ensure that understanding is being achieved, skills are being developed and progress is being made. Teachers informally assess children’s work in art and DT by observing them working during lessons. They record the progress that children make by assessing the children’s work against the learning objectives for their particular lessons. At the end of each half term, teachers formally record children’s attainment against the unit’s end points on Insight and this is monitored by the subject leader.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. Cool melt glue guns, saws, files and other equipment are used by the children with appropriate supervision. All food preparation and cooking is overseen and all aspects of safeguarding follows the school policy.

MONITORING AND REVIEW

The monitoring of the standards of children’s work and of the quality of teaching in art and DT is the responsibility of the SLT and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and DT, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The art and DT subject leader gives the governors reports mid-year and at the end of each year in which s/he evaluates the strengths and weaknesses in the subject throughout the school and indicates next steps and areas for further improvement.

POLICY MONITORING

The SLT and the subject leader are responsible for the monitoring of the implementation of this policy. The leader reports to the headteacher on the effectiveness of the policy and to the governing body upon its review.