



West Melton Primary School

DRAFT

Art and Design Technology Policy

September 2018

Written by	Dawn Roper	
<u>Agreed by</u>	All Staff	
<u>Approved by</u>	Governing Body	
<u>To be reviewed</u>	July 2019	

Statement of intent

West Melton Primary understands that art, design and D&T allow pupils to solve problems, think creatively and develop ideas. These subjects offer pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

By teaching art, design and D&T, we aim to help pupils:

- Develop their design and making skills.
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and using protective measures.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Evaluate products, made by themselves, their peer groups and external companies.
- Explore the man-made world and encourage discussion of how we live and work within it.
- Develop an interest in and an understanding of technological processes and the role of manufacturing in society.
- Become creative thinkers and learners, exploring their ideas and recording their experiences.
- Learn how to draw, paint, sculpture and create art.
- Evaluate their work and the work of their peers, as well as other artists.
- Learn the principles of nutrition, healthy eating and how to cook.

AIMS

The core curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Legal framework

- This policy has due regard to statutory legislation, including, but not limited to, the following:
- DfE 'Statutory framework for the early years foundation stage' 2017
- DfE 'Art and design programmes of study: key stages 1 and 2' 2013
- DfE 'Design and technology programmes of study: key stages 1 and 2' 2013

Early years foundation stage (EYFS)

- All pupils in the EYFS are taught art, design and D&T as an integral part of the topic work covered during the academic year.
- All art, design and D&T objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':
 - Communication and language
 - Physical development
 - Personal, social and emotional development
- There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- The art, design and D&T curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.
- In the EYFS, pupils will be taught to:
 - Recognise that a range of technology is used in places such as at home and in schools.
 - Select and use technology for particular purposes.
 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

Key stage 1-DT

Pupils should be taught:

Design

To design purposeful, functional and appealing products for themselves and other users based on design criteria.

To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.

Make

To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

To explore and evaluate a range of existing products.

To evaluate their ideas and products against design criteria.

Technical knowledge

To build structures, exploring how they can be made stronger, stiffer and more stable.

To explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to progress to KS2.

Pupils will work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

KS1 – Art and design

By the end of KS1, pupils will 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.

Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Appreciate 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-DT

By the end of KS2, pupils will be taught to develop the abilities outlined in this section.

Design

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

Make

- To select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- To 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

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

Technical knowledge

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

KS2 – Art and design

By the end of KS2, pupils will be taught to:

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Appreciate great artists, architects and designers in history.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook 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 greatest 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.

By the end of KS1, pupils will be taught to:

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

By the end of KS2, pupils will be taught to:

- 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

There is a programme of study for Art and Design in place from Year 1 through to Year 6 that is taught through our Curriculum Planning and mapped using the creative skills needed. This is planned into the different topics/projects the children learn throughout each year group. Skills in the Foundation Stage are planned through the objectives within the EYFS. Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Art and Design curriculum for that year group throughout the year.

Cross-curricular links – D&T

English:D&T offers the opportunity to reinforce what pupils have been learning during English lessons. Discussion, drama and role-play are important methods that the school employs to help pupils develop an understanding of people's different views and opinions of D&T and society.

Evaluating products requires pupils to articulate and formulate their ideas to compare their views with other pupils' views; through discussion, pupils will learn to justify their own views and clarify their design ideas.

Maths: D&T will assist pupils in learning about shape and size and will make use of what they have already learned in maths lessons.

Pupils will carry out investigations, and by doing this they will learn to read and interpret scales, collect and present data, as well as draw their own conclusions.

PSHE:D&T lessons will be used to teach pupils how to discuss their own work and the work of others.

Pupils will be taught about health and hygiene, including diets, and how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development (SMSC):Teaching D&T offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

D&T helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

ICT:ICT enhances the teaching of D&T and provides pupils with additional equipment, extending the possibilities for developing, sharing and recording their work.

Utilising ICT also benefits pupils by helping them collect information and present their designs and ideas through a range of design and presentation software.

Cross-curricular links – Art and design

English:Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about the starting points for their work.

Pupils have the opportunity to compare ideas, methods and approaches in their work, comparing and sharing ideas with their peers.

Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

Maths:Art and design contributes to the teaching of mathematics by enhancing pupils' understanding of shape, space and measurement.

PSHE:Art and design is used to encourage pupils to discuss their feelings of their own work, as well as the work of their peers, and explain their work methods and approaches.

SMSC:Teaching art and design offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons.

Art and design helps pupils develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists, designers and craftspeople.

ICT: Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.

Pupils can record their observations and manipulate them through editing or painting software to create their own designs.

Pupils can use the internet to explore famous artists and designers.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work within their topic books and curriculum showcase books. Photographs are a useful tool to keep as a reminder of pupils' achievements. Formative assessment is used to guide the progress of individual pupils in Art and Design. Children's progress in Art and Design is reported to parents through the pupil annual report and termly consultation meetings.

Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards art, design and D&T, understanding of methods, investigatory skills and the knowledge levels they have achieved.

MONITORING

Teaching and Learning for Art and Design is monitored by SLT through work scrutiny and learning environment monitoring as well as discussion with the children.

Equal Opportunities

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the art, design and D&T curriculum is differentiated for these pupils.

The school aims to maximise the use and benefits of art, design and D&T as one of many resources to enable all pupils to achieve their full potential.

Health, safety and hygiene

In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art, design and D&T lessons; however, health and safety concerns are inherent with these subjects, including storing materials and tools, and the use of equipment.

The risks of each task will be assessed by the **classroom teacher** and **subject leader** before lessons.

Equipment will be tested before the start of every lesson by the **classroom teacher**.

All tools, such as glue guns, are checked before use. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials.

All pupils will be taught how to use all equipment properly by the **classroom teacher** before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools. Glue guns will be considered alongside all viable alternatives, such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.

Perishable food will be stored sensibly and refrigerated if necessary. Care will be taken by teachers and TAs to ensure food is not used after the given sell-by date.

A fire safety blanket will be kept **next to the cooker** at all times.

If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.

Teachers and TAs will oversee that all cupboards, table tops and cookers are clean and in working order.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we encourage the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which the children choose from their homework menu, many of these activities link to a creative way to learn about their topic/project.