

Combined Art and Design Technology Policy

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Our current Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

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1. Purpose of the policy

This policy reflects the aims and values of West Haddon Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines for Art and Design Technology
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website:

<https://westhaddonprimary.net/about-us/school-policies/>

2. Intent

The combined scheme for Art and Design Technology at West Haddon Primary school aims to provide high-quality education that inspires pupils to develop their own creativity and confidence to experiment and invent their own work, whilst enabling them to build practical, theoretical and disciplinary subject-specific knowledge.

Our scheme is designed to give pupils every opportunity to develop their artistic and ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Through Design and technology our scheme aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our combined Art and Design Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.

3. Aims and outcomes

The national 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.

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- 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

4. Implementation

Art is taught through five strands that run throughout.

These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour) ● Knowledge of artists

● Evaluating and analysing Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes.

The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Art lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiation is provided for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of

the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge.

Design and Technology is taught through the following strands:

- Design
- Make
- Evaluate
- Technical knowledge

Our Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group.

Through our Design and technology lessons, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Differentiation is provided for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Art & Design is taught for one hour per week, alternatively with DT every other term

Lesson plans are based around the combined long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class.

5. Curriculum overview

Key Stage 1 - National curriculum Art and design content

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To 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
- About 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 - National curriculum Art and design content

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.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught:

Design

- To design purposeful, functional, appealing products for themselves and other users based on design criteria
- To generate, develop, model and communicate their ideas through talking, drawing, templates, 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 [for example, 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 [for example, levers, sliders, wheels and axles], in their products

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught:

Design

- 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.
- 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 [for example, cutting, shaping, joining and finishing], accurately
- 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 design and technology 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 [for example, gears, pulleys, cams, levers and linkages]
- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- To apply their understanding of computing to program, monitor and control their products

Here at West Haddon Primary School we value Art and Design as an important part of the pupils' entitlement to a broad and balanced curriculum. The Art and Design Technology combined scheme gives children the opportunity to experience the world around them and express themselves in a variety of ways by widening and deepening their essential knowledge and skills. It also provides pupils with the opportunities to develop and extend skills and to express their individual interests, thought and ideas. At our school, learners have the opportunity to take part in a range of hands on artistic and design activities. Art and design is vitally important to develop the children's creativity, imagination and improve their self-esteem and wellbeing.

5.1 Early Years Foundation Stage (EYFS)

Art and Design Technology in the Early Years, including Nursery, is taught through the areas of Expressive Arts and Design as well as aspects from other areas such as Physical Development and Understanding the World.

5.4 Programmes of study

Year	Aut 1	Aut 2	Spg 1	Spg 2	Sum 1	Sum 2
Nursery and Reception	Painting & mixed media: Paint my world	Structures: Junk Modelling	Drawing: Marvellous marks	Textiles: Bookmarks	Structures: Boats	Sculpture and 3D: Creation Station
1	Drawing: Make your Mark	DT: Structures Constructing Windmills	Painting: Colour Splash	DT: Textiles Puppets	Sculpture & 3D: Paper Play	DT: Food Smoothies
2	Craft & Design: Map it Out	DT Structures: Baby Bear's Chair	Painting & Mixed Media: Life in Colour	Sculpture & 3D: Clay Houses	DT: Mechanisms Making a Moving Monster	DT Mechanisms: Fairground Wheel
3	Craft & Design: Ancient Egyptian Scrolls	DT: Digital World Electronic Charm	Drawing: growing Artists	DT: Food Eating Seasonally	DT: Structures Constructing a castle	Sculpture & 3D: Abstract shape and space
4	Craft & Design: fabric of nature	DT: Structure Pavillions	Sculpture & 3D: Mega Materials Drawing: Power prints	DT: Mechanical Systems Making a slingshot car	Painting & mixed media: light and dark	DT: Electrical systems Torches
5	Art: Drawing I need space	DT: Steady Hand game	DT: Mechanical Systems: Making a pop up book	Painting & Mixed Media: portraits	Sculpture & 3D: Interactive installation architecture	DT : Cooking & Nutrition : Developing a recipe
6	Craft & Design: Photo Opportunity	Drawing: Make my voice heard	DT: Structure Playgrounds	Craft & Design: Waistcoats	DT: Digital World: Navigating the World	Sculpture & 3D: Making Memories

6. Cross-curricular links

Both Art and Design Technology feed into many other areas of the curriculum. Here are some examples of how they may be linked with the following subject areas:

English: Art and Design Technology contributes to the teaching of English in our school by encouraging the children to ask and answer questions about the starting points for work. They have the opportunity 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. Art and

Design is also incorporated in English through the opportunity for pupils to illustrate their descriptive writing and poetry.

Mathematics: Art and Design Technology contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions, as well as using pictorial and concrete representations to enhance their mathematical understanding and through using measurements and design plans.

Computing: We use Computing to support Art and Design Technology when appropriate. Children use software to explore shape, colour and pattern in their work. Older children are beginning to collect visual information to help them develop their ideas by using digital cameras to record observations. Children use the internet to find out more about famous artists and designers.

Personal, Social and Health Education (PSHE) and Citizenship: Art and Design Technology contributes to the teaching of some elements of Personal, Social and Health Education (PSHE) and Citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

Spiritual, Moral, Social and Cultural Development: The teaching of Art and Design Technology offers opportunities to support the development of our children through the way we expect them to work with each other in lessons. Shared feedback allows children to work together and give them a chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate 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. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

7. Impact

Children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision making processes, children will not only know facts and key information about Art and Design Technology, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of our scheme is monitored through both formative and summative assessment opportunities. (Detailed below)

Pupils should leave West Haddon Primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design Technology learning at Key Stage 3 and beyond.

The expected impact is that children will:

- Produce creative work, exploring and recording their ideas and experiences.

- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Children are assessed in Art and Design & Technology at West Haddon through the use of both summative and formative assessment.

Formative assessment: Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment indicating what is already known and what gaps may exist in skills or knowledge.

Examples of strategies for formative assessment in lessons are:

Observation – watching the pupils create, how they work through their ideas, exploring new techniques and processes. How they develop their work in their sketchbooks and DT books as well as when they work on their final piece.

Think-Pair-Share – listening to the children as they discuss the work of a designer or as they evaluate their design work.

Thumbs up / thumbs down – to get a feeling for how individual children are feeling about the lesson objectives and instructions and what they are required to do.

Discussion – talking to individual children about their work as they are working.

Peer feedback – ask the children to evaluate their work at the end of the topic, sharing with the class what went well and what they would like to improve.

Summative assessment – is also used at the end of each individual topic to sum up what each child has achieved relative to the learning objectives and skills taught and the National Curriculum subject content aims.

Examples of summative assessment in Art and Design & Technology could be such things as:

- An individual final piece following a series of developmental tasks.
- A group design project, following shared group developmental work.

Further evidence can be assessed through observation, a conversation or a task. (It may be recorded through writing, photographs or other visual media.)

Each teacher records their termly assessment of each child, using the formal Art and Design & Technology assessment documents, using statements taken from the National Curriculum DT programmes of study. The teachers refer to the subject content aims and objectives relevant to their year group, using their judgement to place the children at the correct level. This then informs each child's individual end of year report that is shared with parents.

Marking and feedback

- Feedback within Art and Design Technology is mainly immediate feedback and support within the lessons as children need more support and guidance during their learning time.
- Sketchbooks are not marked, due to the personal nature of art work, however children are provided with oral feedback during the lesson.
- DT books are marked in accordance with the school policy.

8. Resources

We have a wide range of resources to support the teaching of Art and Design and Design and Technology across the school. All our classrooms have a range of basic resources. We also keep more specialised equipment in the Art cupboard and DT tools and equipment in the main stock cupboard.

8.1 Textbooks and other equipment

Sketchbooks are used in Art & Design lessons for the pupils to record their observations and use them to review and revisit ideas. DT books are used in Design and Technology lessons to generate, develop, model and communicate their ideas.

Art and Design Technology is also promoted and celebrated throughout the school by displaying the children's work on displaying boards. This enhances our learning environment as well as giving value to the pupil's work. The art displays also enable stake holders to see the range and variety of art and design work that the children experience as well as showing the progression of work and skills learnt throughout the school.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for Art & Design and Design and Technology at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning

10. Inclusion

Teachers set high expectations for all pupils in Art and Design Technology. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Art and Design Technology wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Art and Design Technology.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Subject Risk Assessment

Art and Design Technology at West Haddon follows the Risk Assessment policy which is in place at the school. Individual teachers are responsible for making a risk assessment of individual lesson plans which may involve the use of tools or materials that need additional safety considerations. A full risk assessment will be carried out before any related visits take place.

12. Links to other Policies

Marking policy
Curriculum Map
Teaching and Learning Policy
Behaviour Policy

13. Monitoring and review

This policy will be reviewed by staff and governors every 3 years