

Arts, Design and Technology Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Arts, Design and Technology as part of the National Curriculum for all registered pupils.

This policy outlines the teaching, organisation and management of the Arts, Design and technology, taught and learnt at St. Luke's C of E Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognized and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that art, design and technology play in the education of our children. It is important that a positive attitude towards Art, Design and Technology is encouraged among all children and staff in order to foster self- confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

Philosophy

At St Luke's we strive for excellence. We aim to deliver a broad and rich curriculum that allows each member of the St Luke's community to achieve their full potential.

We use the national curriculum specifications for key stages 1 and 2 and the Early Years Foundation Stage guidance to create stimulating, inspiring and creative opportunities for children to develop their art, design and technology skills on a multi-sensory level.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Art, Design and Technology aims:

St Luke's identifies the value of nurturing and promoting children's self-expression and creativity, effective teaching of the art, design and technology gives children the opportunity to discover and explore new forms of expression and investigate imaginative and innovative ideas.

We aim to ;

Promote and support creativity, imagination, and self-expression.

Encourage children to think 'outside the box' and foster a sense of confidence in their own ideas and choices.

Support children to develop their self-esteem.

Cultivate children's critical thinking skills to allow them to plan, self-assess and use reflective cycles to review and modify their work- 'plan, do, review!'

Develop children's ability to control and manipulate resources, tools and techniques.

Enrich children's awareness of the Art, Design and Technology and their place in society and history.

Promote children's knowledge, appreciation and enjoyment of art, design and technology.

Utilise cross curricular strategies to provide art, design and technology opportunities.

Strategies for Implementation

Aspects of Teaching and Learning

Meeting the needs of each and every learner is of paramount importance at St Luke's, therefore a variety of strategies and techniques are used to teach art, design and technology. Within the classes children may be taught in small groups, individually, or as a whole class, depending on the individual needs of the children or the content and objectives of the lesson. Learning support assistants may work with small groups or individual children under the guidance of the class teacher, and skilled parent helpers may also provide extra adult support. The use of cross curriculum teaching strategies and lessons that address a variety of learning styles will provide children with a variety of opportunities to explore different aspects of art, design and technology on a multi-sensory level.

- **Art, design and technology curriculum planning.**

The art, design and technology programmes of study: key stages 1 and 2
The New National curriculum 2014 in England

Art and Design:

Key stage 1

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

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.

Pupils should be taught:

- 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.

Design and technology:

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 to:

Design

- 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

Make

- 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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.

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 to:

Design

- 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

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

- 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

Technical knowledge

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

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 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.

Pupils should be taught to:

Key stage 1

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

Key stage 2

- 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.

Weaving Art, Design and Technology Knowledge, Skills and Understanding into the new National Curriculum

The curriculum planning throughout the whole school is based on the principle that it is a 'Learning Challenge' (Focus Education). The themes are based around questions and challenges for the children. Cross curricular delivery ensures that curriculum coverage is comprehensive and complementary.

Long, medium and short term planning is used to specify the areas which are being covered, and different subjects are woven together to complement each other and enhance the children's learning experiences. Long term planning is used to identify the areas which are to be focussed on throughout the term, medium term planning then defines precisely what is being taught. Short term planning refines the planning process further and identifies specific learning objectives, expected outcomes and success criteria for each session.

The planning process is based on either reinforcing, or building on children's prior knowledge, and aims to provide a systematic skill building experience. Using the children's current level as a starting point allows the teacher to plan sessions that will provide individuals with the opportunity to refine and improve their skills and knowledge in a logical progressive way.

Sketch Books – In order to record the art, design and technology progress of children throughout their time at St Luke's every pupil has a sketch book. On a regular basis children will complete a set task in their sketch book, this will show the development of their skills and give and can be used as an assessment tool to identify areas of need or gifted and talented potential.

Planning and Resourcing

The school follows a two-year rolling programme of topic titles based on 'I can' statements set out by Focus Education. From these titles, skills-based, medium-term objectives ('I can' statements) are derived within triplet groups. Planning follows the format set out by Focus Education. Teaching is frequently cross-curricular, and Mantle of the Expert is an important component of much cross-curricular planning.

Planning is also discussed at staff meetings in order to ensure coverage in line with the requirements on the National Curriculum.

In-school topic boxes, are kept in a central store, and are enhanced as funds allow. The school has developed resources for all National Curriculum objectives in order to avoid the need for topic loan boxes.

- **Early Years Foundation Stage.**

The Early Years Foundation Stage specifies that children should work towards achieving specific early learning goals;

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

The Early Years Foundation Stage curriculum is play based and relies heavily on well planned play opportunities to progress children's own natural learning patterns in a safe and secure environment that promotes their natural inquisitiveness. The continuous provision that the children experience on a daily basis always offers opportunities to explore art and design activities. Paint, pencil, felt tips and pastels or crayons are always freely available, but in addition to this the children are offered numerous opportunities to explore more unusual mark making and creative experiences on a small and large scale. Role play and small world provision allows them to express their

imaginative and creative side and the children experience music and movement activities on a daily basis.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is paper based or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes (I can statements) that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations. Lesson/weekly plans will be annotated with the teachers' judgements to inform future planning.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, role-play, video/audio presentations, observations, display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

Recording and Reporting

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in art, design and technology is a statutory requirement. An annual report is sent to parents and discussed at parents evening.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In art, design and technology the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

A. Setting Suitable learning challenges

Teachers will teach the art, design and technology skills and techniques in ways which suit their pupils' abilities. Where necessary knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes of study.

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in geography or plan work which draws on the content of other subjects.

B. Responding to pupils' diverse learning needs

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches

- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of art, design and technology teachers will help pupils to observe and gain understanding and appreciation of art, design and technology.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning art, design and technology effectively and safely.

See also School Policy Document for S.E.N.D.

Monitoring and Reviewing

The coordinator uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

Samples of work and copies of medium-term plans are collected and kept in a file.

The coordinator looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Management and Administration

Role of the coordinator

The art, design and technology coordinator is responsible for coordinating the subjects through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group

- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of art, design and technology are to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of art, design and technology throughout the school
- assisting with requisition and maintenance of resources required for the teaching of art, design and technology. Again this will be within the confines of the school budget.
- monitoring progress over time

Role of the class teacher

- To ensure progression in the acquisition of art, design and technology skills with due regard to the new National Curriculum.
- To develop and update skills, knowledge and understanding of art, design and technology.
- To identify inset needs in art, design and technology and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for art, design and technology, creating schemes of work, liaising with coordinator where necessary.
- To identify what resources are needed for their schemes of work and to liaise with the coordinator to purchase what is necessary (within the confines of the school budget).

Links with other school policies

The art, design and technology policy incorporates the aims of the following policies:

Equal Opportunities
 Special Needs
 Health and Safety
 Teaching and Learning
 Gifted and Talented