



MANOR PRIMARY SCHOOL

ART and DESIGN AND TECHNOLOGY (DT) POLICY

This policy document is a statement of the intent, implementation and impact of the teaching and learning of Art and Design and Technology at Manor Primary School.

Intent

Developing and increasing children's understanding and enjoyment of Art and DT is at the centre of our curriculum. Art and DT will engage, inspire and challenge pupils and allow them to experiment, invent and create their own works of art, craft and design. Through progression, pupils will be able to think critically and develop an understanding of art, design and technology. Pupils will think about how art and practical design has shaped history and is related to the culture of our nation.

The school's policy for Art and DT follows the National Curriculum for Art and Design and DT Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- develop artistic and cultural awareness and support imagination and creativity.
- allows regular opportunities to engage with arts and play with a range of media and materials.
- develop ability to communicate through arts.
- develop ability to produce work, explore ideas and record experiences.
- develop proficiency in drawing, painting, sculpture and craft and design techniques.
- develop ability to analyse creative works.
- use the language of art, craft and design.
- develop knowledge of great artists, craft makers and designers.
- understand historical and cultural developments of art forms.

Teaching Art enables children to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share ideas, experiences and imagination;
- improve mastery of art and design techniques with a range of materials as they progress into KS2.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- learn about the work of a range of artists, craft makers, designers and architects in history and be able to describe differences and similarities between disciplines.

Teaching Design and Technology enables children to:

- 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.

Principles of good Art and DT teaching

- Children are engaged, inspired and challenged.
- Children are equipped with knowledge and skills to experiment, invent and create their own works of art and craft design as well as products that fulfil a purpose.
- Where possible, Art and DT are hands on and children enjoy learning through exploration and questioning; they have the opportunity to use good quality tools and resources.
- Progression of Art and Design and DT skills is evident and taught throughout the school.
- Children confidently use accurate vocabulary in context.

Implementation

The programmes of study for Art and DT are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study.

Curriculum Planning

We have a well-established curriculum that ensures all National Curriculum objectives are covered. Please refer to our implementation grids.

It is the responsibility of the class teacher to ensure that the weekly lessons for any subject are tailored to meeting the needs of the individual children in their class. Cross-curricular links to other subjects will be made so that pupils can develop an understanding of this subject in an appropriate context. Where there is no link, units will be stand-alone to ensure curriculum coverage. In Early Years, Art and DT are integral parts of themes being taught.

Impact

Progress and achievement in Art and DT is evident throughout the curriculum, with pupils continuously building upon skills they acquire each year and applying their skills and knowledge in a variety of contexts. When written work is completed, teachers will mark pupils' work in line with the school marking policy where appropriate, to help the pupils make progress.

It is the responsibility of the class teacher to maintain an overview of each child's progress in Art and DT.

- *Assessment is carried out in line with the school policy against National Curriculum expectations.*
- *Assessments are carried out using both summative and formative assessment procedures.*
- *Formative assessments are made through observations in lessons.*
- *Summative assessment can take place at the end of each unit of work.*
- *Assessments are used to inform planning and teaching and learning.*
- *Written or verbal feedback is given to the child in line with school marking policy, to help guide his/her progress.*

Equal Opportunities and Inclusion

We recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- *Involving all of the children in oral work.*
- *Planning differentiated work to suit the ability of the children.*
- *Allowing access to materials and equipment.*
- *Providing additional equipment and resources that allow children to access the subject where necessary.*
- *Ensuring planned activities are relevant to all pupils.*
- *Having high expectations of every child.*
- *Ensuring examples are free from stereotyping.*

Resources

All classrooms have interactive whiteboards which are used as a starting point for each lesson and have internet access. A wide range of other resources are accessible from key areas in school. Objects/resources that are specific to a single year group are kept within those classrooms.

Ideally, all staff members should be responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find. Staff are responsible for informing the subject leader; when extra resources are needed, when there are breakages and when consumables are running low.

Health and Safety

All members of staff will ensure that conditions apply which will minimise the risks and potential hazards involved in this subject. The school's "Health and Safety Policy" should be consulted for details regarding scissors, craft tools, electrical equipment, wet areas and use of other tools. Where appropriate, staff should seek advice from the Curriculum Leader/Competent Person. If teachers are unclear as to whether a material can be used in school, they should consult the relevant Health and Safety posters displayed and also consult the named Competent Person before proceeding. Teachers need to take account of both the children's and their own health and safety when involved in activities.

Role of Art and DT Leader

- *To be enthusiastic about Art and DT, and demonstrate good practises.*
- *To keep up to date with current developments in Art and DT.*
- *To audit resources, identify needs and order equipment in school after consultation with colleagues.*
- *To 'sample' the work of children across the age range (curriculum monitoring) - demonstrating the progression of Art and DT throughout the school.*
- *To review and evaluate the effectiveness of teaching and learning in Art and DT, including the monitoring of planning and teaching within lessons.*
- *To provide guidance on the implementation of the Art and DT policy.*
- *To suggest appropriate assessment activities where needed.*
- *To provide support to those colleagues who request/require it, including help with planning and organisation*