

RIVERSDALE PRIMARY SCHOOL

Art and DT Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



AIMS AND OBJECTIVES

Art and DT stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives. We believe Design and Technology is essential to prepare pupils to participate in tomorrow's rapidly changing technologies. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.

Our objectives in the teaching of art and DT are:

- to enable children to observe closely and record from first-hand experience
- to create from imagination and to develop creativity and imagination through a range of complex activities.
- to select and develop their own ideas for use in their work.
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- a skills-based approach to art is taught throughout the school.
- to use computing to develop design and research skills.
- to critique, evaluate and test their ideas and products and the work of others.
- to understand then production of food for consumption.

TEACHING AND LEARNING STYLE

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including computing.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children so that our activities are accessible for all. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have particular gifts or talents.

ART AND DESIGN CURRICULUM PLANNING

The themes for our planning are often based on the topic for that week or term. For example, we may do an art project based on Easter for RE or a community project such as Window Wonderland. More often for the younger years we try to do children lead activities as this encourages their creativity and develops their imagination.

Some of the Art themes we might use include:

- Portraits and observational drawing

- Pattern and Shape
- Buildings and Structures
- Colour
- Light and Shade
- Religion and Myth
- Signs and Symbols
- The Natural World

Whole school projects using one theme e.g. World Book Day or Art Week will also reinforce the idea of the school's general artistic development.

Using long term curriculum planning will enable there to be links drawn with particular subjects and themes. When possible, visits to galleries or other places of artistic interest are arranged.

Pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of artwork, 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.

We carry out the curriculum planning in art and design in two phases: long-term and daily plans. Our long-term plan maps out the themes covered in each term during the key stage. Our specialist teacher devises this plan in conjunction with teaching colleagues in each year group.

The specialist art teacher completes a daily plan for each art and design lesson. These list the specific learning objectives and expected outcomes and give details of how to teach the lessons and how success will be measured. There is a skills list in each book that will be assessed as each skill is taught and learnt. The same art book follows the child throughout all years to show their progression.

We plan the activities in art and design so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Design and Technology skills are often taught within art lessons or in cross curricular activities within computing, maths, and science. Using the objectives from the National Curriculum, teachers identify the learning objectives for each unit of work, matching possible teaching activities with learning outcomes and ensuring essential key objectives are covered at least once throughout the year.

When planning Design and Technology activities, the following should be kept in mind:

- IDEAs, investigating, disassembly and evaluation activities (how familiar products work and what they are supposed to do).
- FPTs, Focused Practical Tasks (developing a range of techniques, skills, process and knowledge).
- DMAs, Design and Make Assignments using a range of materials.
- KS1 - Including food textiles and items that can be put together.
- KS2 - Including electrical and mechanical components, food, mouldable materials, textiles and stiff and flexible sheet material.

THE FOUNDATION STAGE

We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music,

dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we demonstrate, encourage and value creativity. We plan a wide range of imaginative and engaging art and design activities that the children will enjoy exploring. We encourage children to describe their work and to respond to the work of other children. We give them the opportunity to see work by famous artists, architects and craftsmen and women and to work alongside artists and other design professionals.

CONTRIBUTION OF ART AND DESIGN TO TEACHING IN OTHER CURRICULUM AREAS

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. This may occur in English, Maths or any subject area where art is contributory. Art's teaching style commends itself. Groupings allow children to work together and give them the 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 cooperate across a range of activities and experiences. The children learn to respect and work with each other and with 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.

ART AND DT AND INCLUSION

We teach art and design to all children, whatever their ability and individual needs. Art and design forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a visit to an art gallery, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

ASSESSMENT FOR LEARNING

We assess the children's work in art and design while observing them working during lessons.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance and techniques.

The art and design specialist teacher keep evidence of the children's work in their individual sketch books. This demonstrates the expected level of achievement in art and design in each year of the school.

RESOURCES

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design store. This room is accessible to children only under adult supervision.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

Parents are an invaluable source of skills and information and may be invited to demonstrate and teach their skills or may indirectly share their skills through assisting with Design Technology lessons.

MONITORING AND REVIEW

The coordination and planning of the art and design curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in art and design, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of art and design across the school.

The quality of teaching and learning in art and design is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.