**MYDDLE CE PRIMARY SCHOOL AND NURSERY**

**POLICY FOR ART & DESIGN TECHNOLOGY**



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13. **Document Purpose**

This document is based upon the requirements of the updated National Curriculum for Art & Design Technology 2014 and reflects the school values and philosophy in relation to the teaching and learning of Art and Design Technology. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with our scheme of work (Kapow Primary) which can be used as a template and guide to develop the teacher’s individual ideas in a personal way, knowing they are within the school’s guidelines. In this way teachers are able to adapt a programme of activities which is progressive, appropriate and responsive to the needs and skills of the children with whom they are working at any given time.

**Audience**

This document is intended for

1. all teaching staff and staff with classroom responsibilities
2. the school governors
3. parents
4. LEA advisors and inspectors
5. Inspection teams

Copies are provided to school staff and governors. To ensure accessibility to parents, LEA, OFSTED and other interested agencies a copy of the policy is kept in the staff’s folder on the computer server (U:drive).

# Why Teach Art & Design Technology

“ Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, and your whole personality” Quentin Blake.

Art and Design Technology stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It allows children to communicate what they see, feel and think through the use of colour, texture, form, pattern, design and different materials and progresses. Children become involved in shaping their own and local environments through art and design activities. They explore ideas and meanings through the work of artists, sculptors and designers. Through learning about the roles and functions of art and design technology, they can explore the impact it has had on contemporary life and that of different times and cultures.

“ Art develops spiritual values and contributes a wider understanding to the experience of life, which helps to build a balanced personality. ”

( Bridget Riley )

**The staff and governing body of Myddle believe that**

1. all children are artists and designers and all children should have equal opportunity to express themselves through Art and Design Technology
2. the starting point for children should be their own experiences, responses and observations
3. delivery of Art and Design Technology curriculum should be progressive and whenever possible, integrated into class thematic work but there is always a place, as in any area of the curriculum, to teach Art and Design Technology as discrete subjects - perhaps to introduce a particular artist or a new technique.
4. children’s experience and understanding of Art and Design Technology should be multicultural, leading to a greater appreciation, understanding and therefore tolerance of, a wider world.
5. **Aims Specific to Art and Design**

**Our aim is to provide opportunities for all children**

1. to be taught the creative and imaginative skills needed to express ideas and feelings and to record observations and responses
2. to recognise images, artefacts and products as a source of ideas and to collect, select and sort such material as a basis for their own work
3. to explore the work of other artists, craftspeople and designers of the past and present from their own and other cultures
4. to develop an understanding of the work of other artists, craftspeople and designers and to apply such knowledge to their own work
5. to recognise different kinds of art and design and to apply this knowledge and understanding - having been taught skills and processes in both 2D and 3D media, including textiles
6. to use materials, tools and techniques through exploration and experimentation and to be taught to use them safely in accordance with Health and Safety requirements
7. to develop and use a specialist vocabulary, including a practical visual vocabulary
8. to be taught about and to use the visual elements and, where appropriate, the tactile elements which include

~ *pattern* and *texture* in natural and manmade forms

~ *colour* matching and how colour is mixed from primary colours

~ how images are made using *line* and *tone*

~ the use of *shape*, *form* and *space* in images, artifacts and composition, using all or some of these elements

1. to recognise how the visual elements are used in Art and Design Technology for different purposes in their own work and that of others
2. to make informed choices from a range of materials and tools for their work, based on knowledge, understanding and experience
3. to design, make and evaluate their own creations/products following specific rationales, purposes and audiences
4. to experience success, to develop a sense of worth and achievement and ultimately to enjoy their experiences of Art and Design Technology

# The Role of the Teacher

Teachers should use a variety of starting points and strategies to motivate the children - eg a painting, an artifact, a visit by an artist or a craftsperson, a story or poem, a visit to a gallery / museum / field study centre.

Any visit should be clearly planned and have specific learning objectives. Where possible the teacher will have first visited the site/gallery or talked with the artist to establish the learning outcomes.

Teachers should plan to teach a range of skills and concepts, together with a range of techniques and methods of working in Art and Design, which take account of the previous learning and experiences of the children.

(see section on Planning for more detail)

Teachers should have high, but realistic, expectations which enable the children to achieve at their own level, while encouraging them to practice, develop and extend the skills which they have learned.

Teachers should ensure that they plan effective learning opportunities in Art and Design Technology which challenge and motivate all children, catering for their diverse learning needs.

Teachers should provide increasing opportunities for the children to make choices from materials and tools, while ensuring that they are appropriate, realistic time slots available for children to complete, review and modify their work.

All staff should provide opportunities for the children in their care to have a sense of ownership of their work and to value the work of others through

1. encouraging children to make choices for themselves, based on previous experience
2. looking at, questioning and responding to the work of other artists and craftspeople
3. discussing and sharing their work with others
4. create and design pieces to be displayed in their local community e.g. design Christmas decorations for the church, creating art work to share at the annual village fetes etc
5. **The Role of the Co-ordinator**

Broadly speaking, therole of the co-ordinator is a generic one, which applies to all curriculum subjects. Within this general statement there are, of course, elements which are subject-specific.

The role of the co-ordinator would include the following:

1. putting together the policy statement
2. monitoring and evaluating subject planning
3. providing support for individual planning as required in terms of content, ideas and possible development
4. monitoring standards across and between Key Stages to ensure progression, continuity and the meeting of the end of Key Stage level descriptors
5. looking for ways to broaden the curriculum for Art & Design Technology , exploring new media, techniques, ways of working
6. attending CPD in other venues (keeping abreast of new developments) and disseminating to staff
7. initiating Arts Events, Arts Weeks
* developing any opportunities for celebrating success and achievement within school and beyond - exhibitions, displays etc
1. **The National Curriculum**

The National Curriculum for Art and Design Technology (2014) aims for all pupils to:

* 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.

Our curriculum at Myddle provides a rich and impactful learning environment where the skills and understanding of Art and Design Technology are developed in a personal, safe and expressive manner.

1. **Planning**

Art and Design Technology for Key Stage 1 & 2 has been divided into individual units with provided detailed, comprehensive, lesson plans and resource links. These assure progression in teaching and learning across the school that can also be adapted by teachers to make meaningful cross-curricular links where appropriate (see planning overview and progression of skills document). Each year group has one Art and one Design Technology unit per term that can be delivered through a weekly lesson or a block depending on the nature of the tasks.

Opportunities to go on visits to galleries/places of cultural interest or to have artists working in school should be incorporated where possible. Additional whole school art and design opportunities are also embraced by the school e.g. seasonal church displays, local village events, national competitions.

**EYFS**

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

They develop their imagination and creativity and begin to investigate the qualities of materials, products and processes.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

They have opportunities to evaluate existing products and design and make their own.

# Links with other areas of the curriculum

As well as making its own distinctive contribution to the school curriculum, Art and Design Technology contributes to the wider aims of primary education.

for example

**English** discussion - speaking and listening descriptive writing

 subject-specific vocabulary ie key words and phrases

 report writing instructions poetry story writing

 annotation

**Maths**  shape and space pattern symmetry scale tessellation

**ICT** word processing digital camera picture packages

 (e.g. catena imagination)

**SMSC** social : sharing work, developing mutual respect and trust

 moral : recognising that others’ ideas may differ from one’s own

 spiritual : fostering self-worth and self-esteem through their

 own achievements

 cultural : multicultural experiences through visits to galleries,

 working with artists, responding to works of art and

 artifacts from our own and other cultures

By using **thinking skills** children can focus on knowing *how* as well as

knowing *what* - on learning how to learn. Many aspects of Art and Design Technology contribute to the development of thinking skills:

Information-processing skills enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast.

Reasoning skills enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make reasoned, informed judgements.

Enquiry skills enable children to ask relevant questions, pose and define problems, to plan what to do and ways to research, to predict and evaluate outcomes and improve ideas.

Creative-thinking skills enable children to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for innovative outcomes.

Evaluation skills enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging their own and others’ work or ideas and to have confidence in their judgements.

1. **Inclusion**

All children, regardless of ability, physical ability or any other reason should, and will have, equal opportunities and experiences at a level appropriate to them. Tasks should be carefully matched to the children’s understanding and skills and everyone should be aware that it is not always the end product which is most important. This also includes gifted and talented children.

# Classroom organisation

Teachers are responsible for their own class organisation and teaching style in relation to Art and Design Technology . However, these would complement and reflect the school’s philosophy of aiming to promote and develop independence in pupils’ access to, use and care of resources and equipment.

1. **Resources**

All staff have access to a range of 2D and 3D media, tools and equipment. These are mainly kept in the school storeroom. Many classrooms have their own equipment, such as paints and paintbrushes. Reception and KS1 also have an arts and craft materials available for children to use independently.

Prints, books and videos are available from the Schools’ Library Service to supplement the growing collection of posters and books kept in school.

# Display

Children need an audience for their work to give a purpose to their efforts, a pride in their work, to develop their self-confidence as artists and designers and to foster a positive attitude towards Art & Design Technology.

Children’s work is presented effectively within a stimulating learning environment, their work can be shown and celebrated in assemblies, displayed on the school website and around school. We encourage work to also be taken home to share with others. Children’s work is also displayed within the local community e.g at church, at village fetes. School displays provide opportunities for, and evidence of, observation, discussion, interaction and visual discrimination.

Subsequent displays of the responses to the stimulus will reflect the range of the children’s explorations, experimentations and investigations as well as the final outcomes. These might be in the form of classroom displays, within classroom portfolios or displays in the corridors / hall.

The work displayed would reflect progression in skills as well as giving samples for Key Stage/co-hort portfolios.

1. **Assessment and Evaluation**

Each unit of work is complete with specific statements to assess children’s understanding and progress. These support teachers to identify areas of strength and weakness and to use this information to support future planning for all ability ranges. Assessment is the responsibility of the class teacher.

Children’s progress in Art & Design must be reported to parents in an appropriate manner each year. At Myddle this will take the form of the annual report issued to parents in July.

Parents are informed of the areas of study in Art & Design Technology at the beginning of every term and at the end of the school year in a summative school report.

1. **Health and Safety**

**This statement applies to** Science, Design & Technology, Information and Communication Technology and Physical Education as well as **Art & Design**.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

a about hazards, risks and risk control

b to recognise hazards, assess consequent risks and take steps to control

 the risks to themselves and others

c to use information to assess the immediate and cumulative risks

d to manage their environment to ensure the health and safety of

 themselves and others

e to explain the steps they take to control risks

We also have up to date risk assessments for Art and Design Technology that correlate to our schemes of work.