



Art, Design and 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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Date of review: Spring 2027

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 recognised 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.

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 and Design; The National Curriculum:

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.

Design and Technology; The National Curriculum:

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.

Art and Design Curriculum:

Key stage 1 and Key Stage 2

Cornerstones focuses on 'Big Ideas' and within these there are different 'aspects' as follows:

Humankind- Human form.

Creativity- Creation, generation of ideas and evaluation.

Materials- Malleable materials, paper and fabric, paint, pencil, ink, charcoal, pen and printing.

Nature- Natural art.

Place- Landscapes

Comparison- Compare and contrast.

Significance- Significant people, artwork and movements.

Design and Technology Curriculum:

Key stage 1 and Key Stage 2

Cornerstones focuses on 'Big Ideas' and within these there are different 'aspects' as follows:

Humankind- Everyday products and staying safe.

Processes- Electricity, mechanisms and movement.

Creativity- Generation of ideas, use of ICT and structures.

Investigation- Investigation and evaluation.

Materials- Materials for purpose.

Nature- Food preparation, cooking, nutrition and origins of food.

Comparison- Compare and contrast.

Significance- significant people.

Planning and Resourcing

The school follows a two-year rolling programme of coverage based on the Cornerstones curriculum tool. This ensures that there is a clear progression across year groups and that the delivery of art, design and design and technology can be clearly monitored. We plan WOW moments and engage days; these are often experiences that the children cannot access as a normal part of family life outside of school.

Early Years Foundation Stage.

Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

Assessment, Recording and Reporting

Assessment and recording begins in EYFS and continues throughout the school. Reporting on a child's progress in art, design and design and technology is a statutory requirement. An annual report relating to their child's progress in these areas is sent to parents.

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

At St. Luke's C of E Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In art, design and 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.

Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Management and Administration

Role of the subject leads

The art, design and design, technology subject lead is responsible for these 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
- 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 design, technology throughout the school
- assisting with requisition and maintenance of resources required for the teaching of art, design and design, technology. Again this will be within the confines of the school budget.
- monitoring progress over time

Art, design and technology is a driver subject on alternating years, and in that year there will be an identified subject lead.

Role of the class teacher

- To ensure progression in the acquisition of historical skills with due regard to the new National Curriculum for art, design and design and technology.
- To develop and update skills, knowledge and understanding of art, design and design and technology.
- To identify inset needs in history and take advantage of training opportunities.
- To identify what resources are needed.