



## CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

# ART, DESIGN & TECHNOLOGY POLICY

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# Crosby-on-Eden Policy on Art and Design Technology

## 1. Aims and objectives

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 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 technology 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 and design technology, 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.

Our objectives in the teaching of art and design technology are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design technology 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.

## 2. Teaching and Learning Style

The school uses a variety of teaching and learning styles in art and design technology 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 Information and Communication Technology (ICT).

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

### **3. Art and Design Technology Curriculum Planning**

Art and design technology is a foundation subject in the National Curriculum. At Crosby-on-Eden Primary School we use a common theme (e.g. Mining) to link different foundation subjects together. The staff work together to produce an overall plan of what artistic/design content will enhance the chosen theme.

Class teachers complete a plan for each art and design technology lesson. These list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in art and design technology 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 for progression, so that there is an increasing challenge for the children as they move up through the school.

### **4. 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. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products. 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 and stimulating environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

### **5. Contribution of Art and Design Technology to Teaching in Other Curriculum Areas**

As mentioned above, foundation subjects are currently taught as part of topics/themes and are cross-curricular. For example:

#### *English*

Art and design technology contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

#### *Mathematics*

Art and design technology contributes to children's mathematical understanding by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

#### *Personal, social and health education (PSHE) and citizenship*

Art and design technology contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work, and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults during their work.

#### *Spiritual, moral, social and cultural development*

The teaching of art and design technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. 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.

Through our popular 'Forest Schools' sessions we also enable different environments within which our children can experiment and develop their Art, Design and Technology skills. Children are encouraged to use natural materials to respond to their experiences in the forest; whilst they are in the woods or in their personal Forest Schools record books.

## **6. Art and Design Technology and ICT**

ICT enhances our teaching of art and design technology, wherever appropriate, in all key stages. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras, scanners, digital microscopes and digitising tablets. They record their observations, and they manipulate them through photo-editing or painting software to create mythical creatures. The children also use the Internet, to find out more about the lives and works of famous artists and designers, and to assemble their own presentations about them.

## **7. Assessment for Learning**

We assess the children's work in art and design technology while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. The teacher assesses what each child has achieved and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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 what their targets should be for the future.

## **8. Resources**

We have a wide range of resources to support the teaching of art and design technology across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design technology storage area. Paper, card, fabric and some artefacts are kept in the art and paper cupboard. Additional resources in the form of pictures, books, artefacts, and CD ROMs can be requested from the Library or Tullie House.

## **9. Monitoring and Review**

The coordination and planning of the art and design technology 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 technology, and by providing a strategic lead and direction for this subject;
- monitors provision of art and design technology throughout the school.
- uses specially allocated time to review evidence of the children's work, and to observe lessons of art and design technology across the school.
- Works closely with other staff to monitor resources, and re-order when stocks get low.