



# Ancaster

Church of England Primary School

## *Art, Design and Design Technology Policy*

### *Vision Statement*

*In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.*

# *Be the Best You Can Be!*

*Wisdom    Courage    Respect*

## **How does our Christian Vision impact upon Art and Design and Design and Technology at Ancaster?**

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of Art and Design and Design and Technology at Ancaster.

**Inclusivity-** In all Art, Design & DT lessons teaching staff will plan to include and enable all learners to access all aspects of each lesson. Children will be encouraged to participate in a wide variety of creative tasks, where all individual needs will be addressed enabling everyone to succeed via effective levels of differentiation whilst also challenging children to reach their full potential.

**Exploration-** Learners will be encouraged to explore the works of inspirational artists, designers and makers to inspire them to look beyond their lessons at Ancaster and wonder how the skills they learn today could lead to them becoming an artist, designer or maker such as those whose work they will study. Children will explore a range of media, materials and strategies to produce work to the best of their ability, developing an understanding of which materials best fit a given creative brief. Children will explore how design and technology play an important role in our daily lives, whether that be through the structures around us or the food we eat.

**Empowerment-** Children will feel empowered to achieve through access to a variety of materials, enrichment experiences and opportunities to work both independently and collaboratively. Through carefully planned lessons children will be encouraged to develop their thinking skills and be encouraged to pose questions, reflect and revisit learning. Learning questions at the beginning of lessons allow children to delve into their learning and consider and look at art and design with a deeper understanding. Learners will be empowered to make creative choices of their own using their previous learning to guide decisions.

**Values Led-** Our core school values of Wisdom, Courage and Respect are embedded through everyday school life. Art, Design and Design Technology lessons will provide children with the opportunities to showcase these values in the process of creating their pieces of work. Learners will explore different human values throughout history & across cultures in the exploration of the work of different artists & in themed blocks of learning.

### **Statement of Intent**

Our curriculum for art, design and DT provides a clearly mapped out sequential knowledge-based curriculum which gives our pupils rich and varied opportunities to nurture, develop and inspire their own creative talents and respond creatively to the art, craft and design work of other makers.

Our curriculum is mapped to the National Curriculum expectations which will ensure pupils are given opportunities to embed the art, craft, design and DT skills and knowledge and for each pupil to achieve their potential in art, design and DT techniques.

We aim to provide learning opportunities that develop children's curiosity and sense of excitement about art, craft, design and DT locally, nationally and globally, developing an awareness of our own and other cultural heritages through studying a diverse range of artists, craft makers and designers.

### **Legislation and Guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework 2021](#)

## **Roles and Responsibilities**

### Headteacher

The headteacher is responsible for ensuring that this policy is adhered to.

### Subject Leader

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning questions and outcomes.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject
- provide efficient resource management for the subject.

### SENCO

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Implementation**

### Art & Design

#### EYFS Statutory Framework (2021) and National Curriculum Science Programme of Study

Expressive Arts and Design: ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Children will engage in their learning through the characteristics of effective teaching and learning.

The three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things and have a go
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things

#### National Curriculum: KS1 and 2

During KS1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

During KS2 pupils should be taught:

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

#### **Design Technology**

##### EYFS Statutory Framework (2021) and National Curriculum Science Programme of Study

Expressive Arts and Design: ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Children will engage in their learning through the characteristics of effective teaching and learning.

The three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things and have a go
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things

#### National Curriculum: KS1 and 2

In KS1, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

In KS2, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

#### Long Term Plans

Our curriculum is carefully mapped in long term plans to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage across each subject within the curriculum. New learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey both within our school and beyond.

Throughout the curriculum delivery, opportunities are given for children to be able to revisit, recall and apply the knowledge and skills taught to support their retention of this learning and their understanding to become successful confident learners.

### Subject Overviews and Yearly Plans

Our Subject Overviews for Art & Design and Design Technology show the key learning in these subjects across the school, setting out how new learning builds on what has been taught previously.

Our Yearly Plans set out the learning of Art & Design and Design Technology for each year group for the academic year along with every other subject area across the curriculum, including enrichment opportunities.

All curriculum documentation outlined above is available on our website.

### Teaching and Learning

At Ancaster we alternate teaching a term unit of Art and Design with a term of DT each year, ensuring pupils build a range of skills in all areas of Art, Design and DT. Our lessons have been designed using Rosenshine's Principles of Instruction to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of identified vocabulary to extend spoken and written language. Mastery principles also ensure that new learning is presented in small chunks with children given the opportunity to learn new content through explicit teaching and modelling, guided and independent practice which meets their differing needs. This enables teachers to identify misconceptions and address them at this point of learning. All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year, in another subject in the current year or the previous time it was taught to them. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

All A4 2d recorded work in Art & Design lessons- written, drawn, painted, printed etc, will be presented in each child's Art Book as part of their sequence of learning in Art and Design. These books will be passed on to consecutive teachers demonstrating progress made for each pupil.

We will provide opportunities for pupils to express their creative imagination, as well as develop mastery in the key processes of Art, Design and DT outlined in our curriculum.

### Cross-curricular Links

Our termly focus on either Art/Craft/Design or Design Technology will have links to other aspects of the curriculum such as history, geography, maths and science. The links will be made in a range of ways- relating to themes or in linking similar skills in different subjects or in skill application in a different context. The teaching of a progression of skills and knowledge in art, design and DT will provide opportunities to link to aspects of the curriculum being taught in the same term and in making links with previous learning in art, design & DT or other areas. Retrieval opportunities will be built in to all lessons based on both current and previous year's learning in order to improve recall of knowledge and skills taught. This will ensure children have opportunities to make their own links with other learning as well as the intentional links planned into the curriculum.

### Equipment and Resources

At school we have a wide range of resources available to teach all areas of Art, Design and DT including materials, tools and appropriate equipment to enable the skills to be taught across the curriculum and in each key stage. Any consumable, additional or specific resources required should be ordered in advance of each term's new topic following the school's purchase order request systems. Art, Design and DT resources not currently in class use should be stored in cupboards in the resource area (Hawaii). Basic cooking resources/ equipment are kept in the staff kitchen or the curriculum kitchen and it is the responsibility of the class teacher/TA to ensure that equipment is returned clean and in the correct place after each cooking session. Any requests for food shopping/ reimbursement for cooking must be made prior to purchase to the school business leader.

### Provision for SEND, Pupil Premium, High attainers

We recognise our responsibility to provide a broad and balanced curriculum for all our pupils. All of our pupils are entitled to access the art, design and DT curriculum at a level appropriate to their needs in order to allow each to achieve their potential. Suitable learning challenges should be set in each lesson giving each pupil appropriate challenge. Differentiated provision may be maintained to allow for all pupils to work at their appropriate level or with appropriate resources. Through our teaching of art, Design & DT, we provide learning opportunities that match the needs of children with specific learning and physical and those who are high attainers. Our school does all it can to meet their individual needs, making the necessary reasonable adaptations. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

### Health and Safety

We are committed to teaching art, design and DT responsibly and safely with reference to the 'Health and Safety at Work Act 1974' and all other relevant statutory regulations to provide a safe and healthy environment for pupils and staff during art, design and DT lessons. Our Health and Safety guidance for this subject has come from CLEAPPS and DATA; for further information see their websites.

The safety and hygiene of the pupils within each class is the responsibility of the class teacher. Health and safety awareness is a central part of pupil's learning particularly in Design Technology; pupils should be taught about hazards, risks and risk control and how to recognise hazards. If any accidents occur in lessons The school's accident/ first aid procedure/s should be followed and SLT should be informed. In the event of any reportable incidents as defined by RIDDOR, the SLT is notified and the accident book completed and parents informed. All staff understand the school's procedures for first aid, know where the nearest first aid box is kept, and the person(s) responsible for first aid. All accidents, however minor, are recorded.

### Equal Opportunities

Our curriculum provides meaningful opportunities for pupils to study a diverse range of artists, designers and makers ensuring we reflect positively on a range of different cultures, religious imagery and examples of work from artists, designers & makers with different gender, ethnic, religious and class identities.

Through art, design and DT we are actively encouraging our pupils to address stereotyping in all its forms.

## **Impact**

### Assessment and Reporting

Our pupils are regularly assessed in their art, design and DT capability throughout the projects they complete as we observe them during lessons as well as reflecting on the final products they make in line with the school's assessment policy. Parents are informed on their child's end-of-year report whether their child is below, meeting, or above age-related expectations in art, design and DT for their particular year group. We will measure the impact of our art, design and DT curriculum on pupil progress using personal and peer reflection on standards achieved against planned outcomes and the learning questions. Class teachers will assess pupil progress and achievement in art and design & DT by looking back at pupil's work over time, using sketch books and completed art, craft or DT projects and comparing them against the age-related standards. We celebrate pupil achievements through displaying completed work and the art and design process.

In EYFS, each child's level of development must be assessed against the Early Learning Goals at the end of the year. Judgements will indicate if children are meeting expected levels of development; or if they are not yet reaching expected levels (emerging).

### Monitor and Review

This policy will be reviewed on an annual basis by the Art & Design and Design Technology leads in collaboration with the headteacher. The will monitor teaching and learning in these subjects through seeing learning first hand in the classes carrying out scrutiny of evidence in Art & Design and DT books to gain regular overviews of the quality of learning in each year group helping to ensure that we are providing good quality skill progression. Pupil interviews will be carried out to allow the pupil view of what works.