



Art and Design Technology Policy

Jesus said, "Love one another as I have loved you." John 13:34

Policy Type	Policy Number	Prepared By (Job Title) and Date
Statutory		
Approval Date	Review Frequency	Review Due Date
	Annually (HT free to determine)	
Signed on behalf of the Full Governing Body: _____		

Shrewsbury Cathedral Catholic primary School and Nursery

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Introduction – INTENT / Rationale / Aims of the policy –

At Cathedral school, we understand the importance of a rich, well-balanced curriculum. We place a great emphasis on developing children's creativity and enjoyment for art and design technology within a variety of contexts. We aim to develop children's confidence and ability with various art and design techniques and to critically evaluate their own and others work. Pupils will have opportunities to explore key artists, craft makers and designers to gain a deeper understanding of art history and stylistic techniques being taught. Furthermore, children will use a variety of; equipment, tools, media and ingredients throughout their time at school allowing them to fully express themselves and make independent, creative choices. The teaching of art and design technology at Cathedral school encourages pupils to; observe, respond, investigate and evaluate as well as make links to their personal experiences and develop their imagination.

At Cathedral school, we aim to provide all our children with; visual, tactile and sensory experiences through the planning and teaching of art and design technology. We also believe our art and design curriculum will help students become more resourceful, innovative, enterprising and capable citizens who understand and appreciate the impact art and design has on daily life and provides them with a unique way of understanding and responding to the world.

Organisation of the Art and Design policy

1. Legislation and guidance – National Curriculum – INTENT
2. Roles and responsibilities – IMPLEMENTATION
3. Organisation and planning – IMPLEMENTATION
4. Inclusion – IMPLEMENTATION
5. Monitoring and Assessment arrangements – IMPACT
6. Links with other policies
7. Appendix

1. Legislation and guidance – National Curriculum – INTENT

The national curriculum for art 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.

Key Stage 1

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

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links to their own work.

Key Stage 2

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.

The national curriculum for design 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.

Key Stage 1

Pupils should be taught:

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.

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Key Stage 2

Pupils should be taught:

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.

Cooking and nutrition

Key stage 1

Pupils should be taught:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

Pupils should be taught:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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Early Years Foundation Stage (EYFS)

At Cathedral school, we encourage and value creative work in the Nursery and Reception class, as this is part of the Early Years Foundation Stage Framework. Skills will be taught and planned through the objectives taken directly from The Early Years Development Matters documentation. In particular, the main objectives will come from the following prime areas of The Early Learning Goals; Expressive Arts and Design, Social and Emotional Development and Physical Development. Children are engaged in a wide range of activities including; art, music, dance, role-play and imaginative play and their responses are captured in a holistic approach, involving the various senses. The children have opportunities to learn from and work alongside artists and designers that visit the school. This helps to encourage imagination, create connections to their personal experiences and prior learning and allows them to further understand and respond to the world around them.

2.Roles and responsibilities - IMPLEMENTATION

The Art and Design Technology Co-ordinator will be responsible for:

- To ensure that the art and design technology curriculum established at the school is vibrant, skills based and relevant to our locality
- To ensure the progression of skills are being followed for each year group
- Review and monitor the planning, teaching and assessment of art and design technology
- To promote good health and safety practices
- Support colleagues in promoting high expectations (e.g. through discussions, sharing CPD, joint teaching etc)
- To ensure equipment and resources are accessible
- Promote valuable enrichment and extra- curricular activities
- Regularly review the subject action plan

Class teachers

Teachers will:

- Have a clear understanding of the requirements for Art and Design Technology in their year group and Key stage and reinforce them wherever possible.
- Plan, teach and assess Art and Design Technology in accordance with the school's agreed methods.
- Seek advice whenever they are unsure in what they are delivering.

Governors

Governors are responsible for:

- Ensuring that the Art and Design Technology policy is in keeping with the national guidance.
- Ensuring that the policy is available to parents.
- Ensuring that the programme and the resources are suitably monitored and evaluated.

3.Organisation and planning - IMPLEMENTATION

At Cathedral School, where possible and appropriate, each art and design unit has cross-curricular links to science or understanding the world work in order to promote a creative and engaging curriculum.

Art and design technology are evident on class teachers long term plans and the medium-term plans which provide details on the units being taught each half term. These plans define what is being taught and ensure an appropriate balance and distribution of knowledge and skills throughout each term. The subject leader created these in discussion with class teachers and is responsible for reviewing and updating them when necessary.

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Front cover sheets have been designed for each unit to explain the overall outcome and provide teachers with the success criteria which can be used to support short-term planning and formative assessment. The success criteria are based upon differentiated progression of skills. We encourage the front cover sheets to also be shared with the children at the beginning of a unit.

4. Inclusion – IMPLEMENTATION

The art and design technology curriculum at Cathedral School provides learning opportunities that are accessible to the needs of all children. This includes pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. The art and design technology curriculum is also available to all children regardless of gender and cultural background. We ensure as practitioners that our teaching attitudes, lesson planning and use of equipment, tools and media illustrate and acknowledge the diversity and range of needs in our school.

We enable all pupils to have access to the full range of activities while studying art and design technology at our school. 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.

5. Monitoring and Assessment arrangements – IMPACT

Children's work is accumulated in art folders for EYFS, digitally for Key Stage 1 and in sketchbooks for Key Stage 2 that move with them through the school. These allow children and teachers to see skill development as well as the final pieces produced. The subject leader has examples of good quality sketchbooks and art folders to demonstrate different attainment levels in art and design. These are used to support monitoring and assessment.

At the beginning of each unit, the unit cover should be discussed with the children, so they know the unit, key artists/ designers being studied during the unit and key vocabulary to be discussed and shared. These are all saved on the server and for KS2 these will be evident in their sketch books at the start of each unit. Learning objectives should be evident on all work stating the purpose of the session and highlighting the substantive and disciplinary knowledge being implemented in the session. There is an agreed format for these learning objectives evident on the server.

Teacher marking should be evident in sketch books through the highlighting of the learning objectives in green. Teachers are expected to notice and address good skill technique and identify those who need further support. This can be done verbally and through written comments and or stickers/stamps. Misconceptions and further challenges are provided through verbal feedback. Pupils are encouraged to reflect upon their work as part of: discussions with their teacher, in class groups and through self and peer assessment as appropriate at the end of a unit. This helps pupils and teachers to identify and appreciate what went well, how they can improve, and what their targets should be for the future.

Art champion sketchbooks will be assessed at the end of each half term where unit covers will be highlighted to show what disciplinary and substantive knowledge have been covered during a unit.

Class teachers are expected to present assessment of progress and achievement for each child in art and design technology as part of the annual, end of year report to parents. This information is then passed on to the next teacher at the end of each year.

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Monitoring of art and design technology planning and teaching is implemented informally through staff briefings and 1:1 discussions ensuring all staff are up to date with the latest information or CPD opportunities. Lesson observations are carried out when and where appropriate and are used as a positive tool to support individuals.

6. Links with other policies

7.Appendix