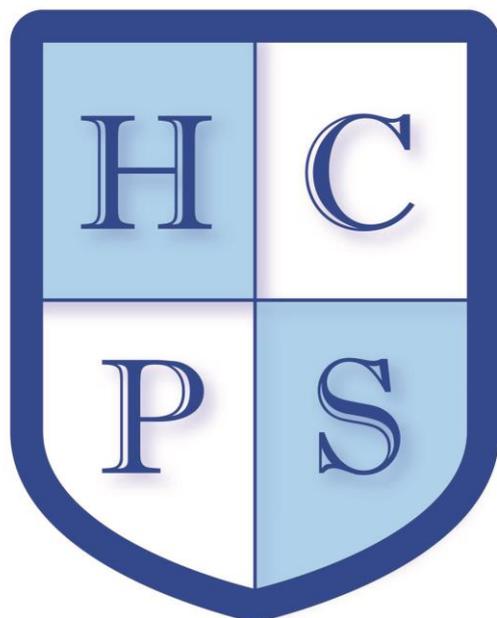


Hunslet Carr Primary School



Art and DT Policy

High expectations
Caring
Positive attitudes
Successful

Policy to be reviewed: March 2017

Next review: December 2019

High expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident and independent
The belief they can reach for the stars
Celebrate a range of cultures
Take responsibility for the environment
Be honest and learn from their mistakes
Children who are caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of art and DT at Hunslet Carr.

Rationale

Both art and design technology are important to children's learning. Art allows children to develop their fine motor skills and express themselves without restriction. Design technology teaches children the methodology of planning, designing and then creating something.

Aims

For pupils at Hunslet Carr to:

Gain the ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Teaching and Learning

As teachers it is important that art and DT are taught in a variety of ways, throughout the curriculum. There is scope to use whole class, group and individual work in teaching art and DT and it vital that children receive these various styles. Children need to be given inspiration, modelling of different styles and the chance to practise each step.

Links between art and DT should be made through all subjects where possible to ensure that children see the importance of these skills within all areas of the curriculum.

Progression in Art and DT

The school is using Chris Quigley's Essentials curriculum as our framework for teaching art and DT which is a developmental programme that is matched to the new National Curriculum.

Teachers use the Essentials curriculum to assign Essential Opportunities to different year groups and then planning using Essential Learning Objectives.

Teachers assess using the Essential Milestones. Using this framework ensures that as a school we are planning for progression in art and DT.

Foundation Stage

Children will express their creativity through play and be given the opportunity to use a variety of tools to produce different pieces of art work.

Key Stage 1

Children will use experiences and ideas as the inspiration for artwork. They will share ideas using drawing, painting and sculpture. They will also have the chance to explore a variety of different techniques. Finally, they will learn about the work of a range of artists, artisans and designers.

Key Stage 2

Children will use experiences, other subjects across the curriculum and ideas as inspiration for artwork. They will develop and share ideas in a sketchbook and in finished products. They will be given multiple opportunities to improve mastery of techniques. Finally, they will learn about the great artists, architects and designers in history

Planning

The long term planning for art and DT follows the framework given by Chris Quigley Essentials which is matched to the new National Curriculum and the Early Years Framework. The framework is implemented in line with the school planning policy.

Within the planning Learning Objectives and Milestone Success Criteria are shared with the children at some time within the lesson.

Assessment, Recording and Reporting

Assessment of art and DT can be done in a variety of ways including observation, giving an independent or co-operative task or reviewing work produced. Both formative and summative assessment will be carried out.

Formative assessment being linked to short term planning and marking to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting.

This assessment will be done in line with the school assessment policy. Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records i.e. jotting down individual strengths and weaknesses. They will also make formal records i.e. assessing using National Curriculum levels for all year groups from years one to six, until July where we will be moving towards using Chris Quigley's Milestone assessment to assess whether a child is at a basic, advancing or deep level of understanding within the subject.

Equal Opportunities

It is important that all children are given the opportunity to develop their art and design technology abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

Differentiation

Art and DT provide a good opportunity for differentiation based on:-

- Resources (e.g. providing different tools based on ability)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff)
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

ICT

Each year group has daily access to either Lap tops or iPads which can be used by children to support the teaching of art and DT.

Homework

This will be given in line with the school homework policy. Art and DT will often be used to form part of a learning log through another subject (for example English).

Time

To ensure that adequate time is provided for art and DT, they will be taught as a topic and throughout other lessons where possible.

Resources

The school has a number of resources for art and design technology available across the school.

Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

The Role of the Head teacher

To ensure that the National Curriculum is implemented.

To encourage and support the subject leader's approach to art and design technology development across the curriculum.

To support and encourage all staff in the teaching of art and design technology.

To make available the necessary resources to continue the development of art and design technology within the school budget.

To promote art and design technology in school.

The Role of the Subject Leader

To promote art and design technology in school.

To provide a good example of the teaching of both art and design technology in the classroom.

To ensure resources are available.

To plan and implement future developments of art and design technology through action plans.

To review and monitor both the planning and teaching of art and design technology.

To work alongside staff when required.

Attend relevant courses and disseminate information to staff.

Organise the acquisition of new resources.

Support colleagues.

Encourage parental involvement.

Role of the Staff

To ensure that art and design technology is used in the classroom in line with the National Curriculum.

With the support of the subject leader and head teacher to implement any changes in the teaching of art and design technology.

To ensure there is equality of opportunity in the teaching of art and design technology.

To inform the co-ordinator of any problems which may arise in the implementation of art and design technology.

Teach and assess the children in art and design technology..

Role of the Governing Body

The governors will monitor the development and implementation of art and design technology in school.

Review

This policy is to be reviewed every two years.

Name: Natalie Iredale

Art and Design Technology Subject Leader

March 2017