
**Totley All Saints
Church of England Primary School**

Art & Design & Technology Policy



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Art & Design & Technology Policy

Introduction:

At Totley All Saints, we place the child & their rights, as written in the UN Convention on the Rights of the Child, at the centre of our school practice. This means that: “All children have the right to an education” (Article 28) & must “develop every child’s personality, talents & abilities to the full” (Article 29). For us, Art & Design Technology is a means of evidencing that we fulfil these important obligations.

Art and Design Technology are foundation subjects in the National Curriculum. The policy for Art and Design Technology reflect the consensus of opinion of the teaching staff and has full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Rationale:

Art is a powerful and very individual communication tool for our pupils. It embodies some of the highest forms of human creativity. Through this media our pupils can express their understanding of the world around them. Art combines the development of ideas and concepts, through to exploration and education of feeling, helping to educate the ‘whole’ child emotionally, aesthetically, spiritually, intellectually and socially. Due to the nature of the ‘arts’ and its diversity there is no ‘right’ or ‘wrong’ way to create a piece of art which allows our pupils to gain confidence and a feeling of achievement from whatever the end result may be. Art can be a very useful tool to encourage and celebrate pupils’ sensory exploration and development. We want all our pupils to experience an engaging, inspiring and challenging Art Curriculum, which leaves them artistically curious.

Design and Technology provides practical learning experiences, which make it accessible to all pupils. Pupils use creativity and imagination to design and make purposeful and functional products within a variety of contexts. Design and Technology educates our pupils to become actively involved in the changing technological world, as users, consumers, service makers, designers, innovators or

observers. Pupils will benefit from making decisions and taking risks with their designs. As their subject knowledge increases they will begin to critique and evaluate the quality of their work. Pupils will experience a sense of personal worth through the production of quality outcomes. A personal involvement with tasks can often improve attention span, persistence and commitment. Value judgements permeate all D&T activities and, in good practice, promote recognition of responsibility and caring attitudes. Collaborative group work in D&T promotes social interaction mirroring processes, which exist in society outside school.

Pupils should also be taught about food, nutrition and healthy eating. A love of cooking and how to feed themselves should be instilled in pupils as they learn about a variety of wonderful ingredients and where they come from.

Art and Design & Technology offer opportunities to:

- Value and assess their own and others achievements and as the pupils progress, they should be able to think critically.
- Stimulate creativity and imagination, exploring and experiencing different techniques, materials, processes and textures.
- Communicate their ideas through talking, drawing and making templates or mock-ups.
- To learn about the role of art and design in life today as well as how they reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Make choices and be involved in sensory and communication activities within a practical learning experience.
- To consider the needs and preferences of others, as well as themselves, so helping to develop their social awareness.
- To focus on design problems that are meaningful to them.
- Work on personally motivated design tasks where they take ownership of their work and of their own learning.
- Communicate using a range of methods avoiding over reliance on the written word.

- Carry out practical tasks in which they can make a contribution to the development of individual or group projects, rather than working to predetermined goals.
- Work within a flexible range of contexts and topics that can be adopted to suit individual interests and motivations.
- Research, explore and evaluate existing products.
- Use ICT to realise, develop and enhance their work.
- Work at their own pace and level, with appropriate staff support and intervention.
- Experiment with and use colour, form, shape, texture and pattern.
- Respond to and communicate what else they see, feel and think on their own and working with others.
- Understand nutrition and learn how to cook.

Inclusion:

Pupils irrespective of gender, ability or age will be given opportunities to develop skills and understanding and realise their creativity, through a framework which provides them with:

- Experiences in which they can succeed.
- Tasks which are adapted.
- Resources, which ensure equal access.

The curriculum will be differentiated by resources, tasks, responses and outcomes. Appropriate provision will be made for pupils with physical and sensory impairments using technology, alternative means of communication and multi-sensory approaches.

Assessment:

The New National curriculum (2014) Attainment Targets will provide targets to support pupil and school improvement. Opportunities for the development of capability will be identified within the long term planning for the whole school.

Assessment is ongoing through:

- Recording Achievements.

- Displays of children's work.
- Videos/photographs.
- Files for children's work.

Health and Safety:

Risk assessments for equipment and procedures are completed. Refer to Health and Safety Policy.