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Art, Design and Technology Policy

Art & Design Curriculum Statement:

Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Design and Technology Curriculum Statement:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Art, Design and Technology is delivered in a creative cross curricular way linking the learning and the development of artistic skills contextually to an overarching topic of study. These topics of study are thematic, using the Cornerstones Curriculum.

Aims of Art and Design:

Within the Federation we aim to enable our pupils to :-:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

Aims of Design and Technology:

- 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.

Teaching and Learning of Art, Design and Technology:

Art, Design and Technology is taught within creative cross curricular topics thematically linked to Cornerstones units of work ensuring progression, coverage and the development of skills:

- Weekly lesson plans include:-
- The Learning Objective of the lesson to be taught.
- The Main Teaching Activity to be covered during the Art lesson.
- Activities sometimes differentiated to allow all children to achieve the learning objective at their own level of expertise or understanding.
- Any particular provision made for those on the extremes of the ability range represented
- The deployment and objectives of all support staff
- The plenary - a review of the lesson to assess the progress of the work done.

A variety of teaching styles and resources will be applied. It will at times be taught directly by the teacher. It will be taught by

- making educational visits

- having visitors to the school and,
- through practical activities.

This work will be supported by the use of the interactive whiteboard (IWB), iPads, text books, posters, photographs, postcards and newspapers. Children are encouraged to express their individuality within guidelines.

Time Allocation:

As a discreet lesson: KS2 enjoy 1 hour per week.
 KS1 enjoy 1 hour per week.

Cross Curricular Links

Art and Design is interwoven with other areas of the curriculum wherever it promotes children's understanding of the subject covered.

ICT is utilised as a means of gaining access to the work of other artists, recording and manipulating images and sharing work with others globally.

Support Staff

The Class Teacher defines their role and activities within the class to best promote pupil attainment. This may include leading teaching for groups, supporting the work of individuals or assessing pupil achievement and attainment

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to

- use tools and equipment correctly
- recognise hazards and risk control

Children should be

- strictly supervised in their use of equipment at all times.
- taught to respect the equipment they are using and to keep it stored safely while not in use.
- taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food must wear aprons designated for cooking.
- Painting equipment must not be washed up or used in the sink

in the medical room.

- All jewellery should be removed and hair tied back.

Assessment Recording and Reporting

On entering the Federation children will be observed at work and play in order to make an entry assessment of what they already know and can do. Foundation Stage Profile scores are used to establish a baseline measure of individual ability in Creative Development

By the end of the Reception year a Foundation Stage Profile booklet will be completed for each child which sums up their progress and learning needs at the end of the Foundation Stage. The Foundation Stage Profile is based on ongoing observations and assessments over all six areas of learning within the Foundation Stage Curriculum. Each child's typical developments and achievements will be recorded on assessment scales. Completed Profiles will be used as part of our annual report to parents. The numerical results are collected by the LA as they are required as statutory assessment at the end of the Foundation Stage.

Throughout the year staff continue to monitor children's progress in order to plan purposeful and appropriate activities to support them in the next steps in their learning.

Parents are informed of their child's performance at parent-teacher consultation evenings. They also receive an annual written statement on their child's progress about Art and Design during the summer term.

Provision for children with special educational needs

Teaching and Learning for children with Special Educational Needs managed through differentiation and intervention within the class setting if needed. Work of an appropriate level is administered with support where appropriate from an assisting adult.

Provision for children recognised on our Gifted and Talented Register

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

This may include being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.

Equal Opportunities

The teaching of Art and Design takes into account the principles of equal access and opportunity.

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time with us within the Federation.

Monitoring, Review and Development

School performance in Art is being constantly monitored and reviewed by the following means:-

- Monitoring of planning
- Classroom observation
- Scrutiny of children's work
- Work sampling and moderation
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body

Adopted:	Feb 08
Reviewed:	Autumn 2015
Date of Next Review:	Autumn 2018

Signed:

Mrs C Collett
Executive Headteacher

Mrs R Blowers
Chair of Governors