



Creative Arts Policy

The purpose of this document is to give an overview of Art, Design and Technology at St. Bartholomew's school. It covers the general principles and teaching methods involved. Teaching and learning are implemented by the staff and monitored by the Art, Design and Technology Co-ordinators (Vicky Price and Lo-ami Nel).

1. Aims and Purposes

Art, Design and Technology offers opportunities to:

- Produce unique, creative work to explore ideas and record experiences.
- Become proficient in skills relating to art and design and apply them with confidence.
- Select appropriate artistic skills based upon the brief with reasoning.
- 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.
- Develop their design and making skills
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and using protective measures.
- Learn the principles of nutrition, healthy eating and how to cook.

2. Values and Attitudes

Art, Design and Technology offers pupils opportunities to:

- Find expression and satisfaction through drawing, painting, sculpting and modelling.
- Value and respect the work of others and offer encouragement and praise.
- Value their own work and ideas and have the confidence to follow their own vision.
- Listen to advice and learn from others.
- Work co-operatively, sharing ideas, skills and materials.
- Value, care for and respect tools, materials and equipment.
- Value the natural and man-made environment, including the distinctiveness of the locality, and learn to use it to explore art and design opportunities.
- Appreciate the range and diversity of art and design in other cultures.

3. Content

Foundation Stage:

- Pupils learn skills to support the direct teaching of Art, Design and Technology as they progress into Key Stage One, for example, scissor skills, fine motor skills and pencil grip.
- Recognise that a range of technology is used in places such as at home and in schools.
- Select and use technology for purposes
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role play and storytelling

Key Stage One:

Art:

During Key Stage One, Art is all about developing the pupil's creativity and imagination through drawing, painting and sculpture. Pupils...

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- explore and experiment with a range of natural and made materials, in which to design and make products.
- begin to understand the key elements of line, colour, pattern, texture and structure.
- learn how to handle materials and tools in order to produce the most satisfying outcomes and to make the most of resources.
- are made aware of the role of artists, craft makers and designers, describing differences and similarities between different practices and disciplines.

Design and Technology:

Design

- Pupils explore how to design purposeful, functional and appealing products for themselves and other users based on design criteria.
- Pupils learn how to generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.

Make

- Pupils will learn how to select from a range of tools and equipment to perform tasks, e.g. assemble, shape, cut and join.
- Pupils begin to use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Pupils will learn to evaluate their ideas against design criteria and suggest how their product could be improved.

Technical knowledge

- Pupils will explore simple mechanisms such as levels, sliders, wheels and axles.
- Pupils will explore how structures can be made stronger, stiffer and more stable.

Cooking and Nutrition

- Pupils should know that all food comes from plants or animals as well as consider how food has to be farmed, grown or caught.
- Pupils learn how to name and sort food into five groups of the 'Eat Well Plate'.
- Pupils will learn how to prepare simple dishes safely and hygienically without a heat source.
- Pupils begin to explore techniques such as cutting, peeling and grating.

Key Stage Two:

Pupils will 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.

Art:

- Pupils create sketchbooks to record their observations and use them to review and revisit ideas.
- Pupils improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Pupils find out about great artists, architects and designers in history.

Design and Technology:

Design

- Pupils will describe the purpose of their products as well as talk about its features and how it works.
- Pupils will learn how to gather information (surveys, questionnaires, web-based sources) about the needs and wants of a group of people and develop their design to meet these needs.
- Pupils use prototypes or annotated sketches to communicate ideas about their designs.

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Make

- Pupils will use a wider range of tools, equipment and materials suitable to the task and know how to use these safely and hygienically.
- They will assemble, join and combine materials and components with some accuracy.

Evaluate

- Pupils will investigate and analyse a range of existing products.
- Pupils will evaluate their ideas and products against their own design criteria and consider ways to improve their work.
- They will learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Technical knowledge

- Pupils will explore how learning from science and maths help design and make products for instance how simple electrical circuits and components, computer programs and mechanical systems (cams, pulleys, levers, gears, pneumatics) can be used to create functional products.
- Pupils apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Cooking and nutrition

- Pupils will know that food is grown, reared and caught as well as seasonal availability.
- Pupils will learn how to prepare and cook a variety of predominantly savoury dishes including those that require a heat source.
- Pupils will learn how to use a range of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

4. Planning

At St Bartholomew's school, planning at both Key Stages should reflect the knowledge, skills and understanding detailed in the Programmes of Study for Art, Design and Technology (in the revised National Curriculum) for Key Stages 1 and 2, as well as the skills-based projection of work.

The planning should ensure the following elements are included in the teaching throughout the Key Stage:

- Exploring and Developing Ideas (This may be provided through a brief)
- Investigating and Making
- Evaluating and Developing Ideas
- Knowledge and Understanding

5. Visits and visitors

Visits to art galleries, museums and other places of interest are planned to enhance the work undertaken in school. Links with the local community take place, where there is liaison with Art, Design and Technology professionals, to inform, develop and share ideas, including information to feeder schools.

INSET for teachers takes place wherever this is desirable. Participation in local art/DT competitions are encouraged to enable children to share their work with a wider audience. Work with the community and parish council are also undertaken.

6. Preferred Learning Styles

It is widely acknowledged that people have a preferred learning style. In Art, Design and Technology, we aim to meet the needs of the individual by offering a varied experience based around skills-based teaching that then allows individuals to develop their own work that is personal to them. An integrated (cross curricular) approach to Art,

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Design and Technology is a good vehicle for providing for the different needs and learning preferences of individual children. This begins in the Foundation Stage where Art, Design and Technology experiences are integrated within the 7 areas of learning. Throughout KS1 & KS2, where possible, Art, Design and Technology is linked to topics taught in other subjects.

7. Expectations

At St Bartholomew's school it is expected that:

- All children will be offered effective learning opportunities.
- Work will challenge and nurture pupils of different abilities and aptitudes.
- Pupils will find Art, Design and Technology absorbing and satisfying and as a support of their well-being.
- Pupils will be able to review and evaluate their own learning.

8. Equal Opportunities - Inclusion

At St. Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, physical or intellectual ability.

- Teaching and learning will be modified appropriately for pupils with physical disabilities; for example, specialist equipment will be purchased where this is practical. Teachers will ensure that work for pupils with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.
- Teachers will use assessment techniques which reflect individual needs and abilities.

9. Pupil Self Evaluation

Pupils should have the opportunity to evaluate their work, to see what has worked well and which skills they are achieving or working towards. Pupils work should be displayed with care and presented with a view to achieving the most aesthetically pleasing results.

Pupils may write captions for their work, take photographs, give creations a name, sign work and talk or write about their aims and vision.

10. Evidence of progress

Evidence can be obtained through work recorded in year group sketch books (within Foundation Stage and Key Stage One), photographs of work in action and completed projects/ pieces. Artwork and design projects in Key Stage 2, may also be recorded in the artists sketch books, where pupils can record their plans and designs as well as record different art/DT techniques. Teachers and governors may collect anecdotal evidence by talking to art/DT professionals who have worked with pupils and also pupil interviews.

11. Links with other Areas of the Curriculum

Speaking and listening, as an aspect of English studies, naturally pervades all other subjects. It enables pupils to develop their understanding of works of art and the differing viewpoints and perspectives on the world that are represented through drawings, paintings, carvings, sculpture, and textiles. It is usual to begin a piece of art by first looking at and talking about a painting or a piece of sculpture, examining an artefact or studying a particular view.

Art and design opportunities will be planned into subjects where there are meaningful links.

The use of ICT can help pupil's learning in art and design and provide evidence for assessment and monitoring through:

- Providing additional equipment and tools to produce and manipulate images;
- Opportunities for recording, exploring and developing ideas;
- Providing a range of information, including slide shows and information about artists, engineers or designers and works of art or examples of technology designs and projects.

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12. Health, safety and hygiene

In order to maximise their learning experience, pupils are allowed full access to a wide range of materials in art, design and technology lessons. However, health and safety concerns are inherent with these subjects, including correctly storing materials and tools and the proper use of equipment.

In order to manage and maintain a safe environment/ activities:

- ✓ The risks of each task will be assessed by the classroom teacher before lessons.
- ✓ Equipment will be tested before the start of every lesson by the classroom teacher.
- ✓ Pupils will be supervised at all times during D&T lessons.
- ✓ All tools, such as glue guns, will be checked by the class teacher before use.
- ✓ All pupils will be taught how to use all equipment properly by the classroom teacher before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.
- ✓ Glue guns will be considered alongside all viable alternatives, such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.

It is the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials – therefore:

- ✓ Perishable food will be stored sensibly and refrigerated if necessary. Care will be taken by teachers and LSAs to ensure food is not used after the given sell-by date.
- ✓ If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.
- ✓ Parent helpers will be supervised when cooking with groups of pupils.
- ✓ Teachers and LSAs will oversee that all cupboards, table tops and cookers are clean and in working order.

13. The Role of the Art, Design and Technology Co-ordinators

- Monitor and review the policy and associated guidance.
- Support the planning of Art, Design and Technology by offering advice where required.
- Help provide resources.
- Provide guidance on techniques and using materials where required.
- Ensure Art and Design Technology are represented regularly within the curriculum.
- Be aware of developments in Art and Design Technology by making links with art specialists, D&T specialists and by reading relevant material.
- Use outside agencies where desirable to promote a stimulating art and design curriculum.
- Monitor teaching and learning throughout the school – e.g. observing lessons, moderating samples of work and talking to pupils.
- Provide support for staff both individually and by helping provide INSET.
- Order and organise the necessary resources within the limits of the school budget.
- To be a good role model in the teaching of Art, Design and Technology.
- Plan and carry out whole school focus/ curriculum days when desirable.
- Collate evidence of good practice from around the school.

14. The Role of the Teacher

The role of the teacher is one of delivering a planned, structured and enjoyable art/DT lesson, with clear objectives that follow the national curriculum orders. Planning should be a year group consultative process.

15. Monitoring and Evaluation

The co-ordinators should have the time and opportunity to monitor and evaluate the teaching and learning of Art, Design and Technology as part of the Strategic Planning process. The process would follow the whole-school agreed procedures as detailed in the Monitoring and Evaluation Policy.

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