

Art and DT Policy



Moreland Primary School

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At Moreland Primary School we believe that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of our children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

AIMS AND OBJECTIVES

Art and Design and Technology stimulates creativity and imagination and prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to try out new ideas and solve problems. Creativity also provides children with opportunities to have a go, make mistakes, express themselves openly and without judgement. Art and DT provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. Children explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Our main objectives in the teaching of Art and DT are:

- To develop imaginative thinking in children, and to enable them to talk about what they like and dislike when designing and making, and to be able to express their own ideas through their work;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate materials, tools and techniques for creating their "product", whilst following safe procedures and correct use.
- To increase their critical awareness of the roles and purposes of Art and DT throughout the ages and throughout the world;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster enjoyment, satisfaction and purpose in designing and making things.
- To provide children with opportunities that develop their interest, appreciation and enjoyment of visual arts and design including working with professional artists, visiting museums and galleries, exposing them to art and artists from across the world and linking art and design to other subjects including Science, Maths, Literature and Philosophy.

TEACHING AND LEARNING

Early Years Foundation Stage

In the EYFS children are introduced to Art and DT in line with the Early Years Foundation Stage Curriculum. Children have opportunities to explore media and materials in child initiated play, use their imagination, have free access to a range of art and construction materials, learn a range of skills and techniques (e.g. colour mixing, simple observational drawing, woodworking, joining techniques) and have opportunities to develop these skills in the classroom and outdoor environment.

These early experiences include asking questions about how things work, representing their ideas and feelings using a range of media and materials, investigating and using a variety of art materials, construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely and with increasing control and confidence. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Key Stage One and Key Stage Two

At Moreland Primary School we follow our own bespoke Art curriculum in Key Stage One and Two. For Design and Technology, we largely use the KAPOW curriculum, however, we also have a number of bespoke DT units that we have planned to link with topics the children are studying in other subjects. Both subject curriculums have been designed to cover the full requirements of the National Curriculum as outlined in the Knowledge and Skills Progression Map.

Our ambitious Art curriculum was designed with support from a professional artist and aims to develop children's skills in the following areas:

Art:

- Drawing
- Painting
- Digital Media
- Printing
- Textiles
- 3D
- Collage

Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum. We cover the below areas:

Design and Technology:

- Designing
- Making
- Evaluating
- Technical Knowledge
- Cooking and Nutrition

Art and DT projects are linked to class topics wherever appropriate, which supports children to make connections between subjects and provides breadth and depth in their learning. Explicit opportunities are suggested in the Curriculum Overview as to how Art and DT can be used to support teaching and learning in other subjects e.g. creating products using electronic circuits to support learning about electricity in science, using illustration to support development of narrative in English. All children participate in a block of Forest School during the year which offers opportunities to explore environmental art, using natural materials and skills such as whittling and den building.

Take One Picture Project

All children in Key Stage 1 and 2 take part in the National Gallery Take One Picture Project in the Summer Term. This project is part of our Enquiry Led curriculum. All the children visit the National Gallery and take part in a workshop about the chosen painting. The children then discuss the painting and explore possible themes and lines of enquiry they would like to explore. The teacher plans activities based on these interests which may cover several curriculum areas including art. The class produce a final art piece or pieces which are displayed.

Appreciation of Art and Design

We believe it is important for children to be exposed to a wide range of art, crafts and design in order to develop their appreciation and enjoyment of the visual arts. Children study artists and art works from different periods of history and from different cultures. There are opportunities for children to work with artists, take part in workshops and visit galleries and museums including The National Portrait Gallery, The National Gallery, The British Museum, Tate Modern, The House of Illustration and The Wallace Collection.

Extra- Curricular Opportunities

In addition to our core curriculum offer children have access to a range of extra- curricular activities linked to Art and DT. This includes an Art club, Film club, STEM club and Coding club plus the opportunity to take part in art and design competitions.

ASSESSMENT

Assessment in Art and DT is primarily through ongoing observation of children's learning and formative assessment methods including discussion with children, questioning, revisiting and assessing prior learning, reviewing children's learning in lessons, observation of skills during lessons, work in sketch books, evaluation of finished artwork and products. Currently, there is not a requirement for formal summative assessment in Art and DT as teachers have a good understanding from the assessment methods laid out above and in order to remove unnecessary workload from teachers.

RESOURCES

Moreland Primary School has a wide range of resources available to support the teaching of Art and DT which are currently stored in the art or DT cupboard respectively. From April 2020 we will have a dedicated art space situated in a purpose built eco-classroom in the playground. Children also have

access to a range of technology to support their learning including iPad's and a SAM labs STEAM kit. The school collaborates frequently with other organisations to widen the resources available.

STAFF DEVELOPMENT AND EXPERTISE

Teachers receive CPD in teaching Art and DT including working alongside experienced teachers and professional artists, focused training in teaching skills and INSET. The Art and DT Co-ordinators attend additional CPD which they disseminate to teachers.

EQUALITY OF OPPORTUNITIES

CULTURE – We are committed to enhancing children's understanding of themselves and others through the promotion of culture through the Visual Arts. We celebrate cultural diversity through exploring art and artists from different cultures and give children the opportunity to speak about themselves and share their opinions, their background, their culture and their ideas. We actively encourage positivity in cultural awareness.

GENDER – We ensure that all children, no matter what their gender, will be encouraged to take part in all art and DT experiences. We ensure that there is equal representation of the achievements of both genders for example representing women's achievements in Art and DT.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – We ensure that ALL children, no matter what their ability, will have the opportunity to access the Art and DT curriculum on offer, within school and extra curriculum activities. No child will be prevented from attending any provision by the school because of their ability level. We actively encourage our SEN children to take part in the Curriculum fully and will attempt to provide special provision as we see fit.

MORE ABLE AND TALENTED – We identify our more able and talented children in Art and DT and aim to provide them with opportunities to build on their skills both within school and outside of school. We will encourage parents to find opportunities to support this also.

No child will be prevented from taking part in any of the Art and DT activities because of his/her gender, culture, social background, ability or disability.

MONITORING AND EVALUATION

The Art and DT co-ordinators take responsibility, alongside the Senior Leadership Team, for monitoring the quality of teaching and learning in Art and DT through regular observations and discussions with children. The Art and DT co-ordinators work closely together and with outside professionals and organisations as appropriate to develop the curriculum offer and co-ordinate resources and extra- curricular opportunities.

We appreciate and value feedback from all sources, including parents, children, governors etc. and will aim to accommodate any suggestions made if practicable and viable.

Hannah Watson & Jessica Fish June 2024

To be reviewed: December 2024