



St. Mary's RC Primary School

Policy

Date policy last reviewed: March 2022

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____



St. Mary's RC Primary Burnley



Art and DT Policy

Mission Statement

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

Aims & Objectives

Art and DT are foundation subjects in the National Curriculum which we value an essential and important part of the broad and balanced curriculum. This policy outlines the purpose, nature and management of Art and DT at St. Mary's RC Primary School. The policy has been written to develop a shared understanding of how Art and DT is taught and learned at the school. The implementation of this policy is the responsibility of all teaching staff.

Teaching & Learning

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2.

Art

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught:

- □ to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- □ about great artists, architects and designers in history.

DT

Key stage 1

Pupils should be taught:

Design

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

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- □ build structures, exploring how they can be made stronger, stiffer and more stable
- □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Pupils should be taught:

Design

- □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- □generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

The expectation is that learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the art and DT being taught. At St. Mary's, we utilise many learning and teaching styles. Art and DT will be taught mainly through themed based lessons in line with our creative topic curriculum.

Curriculum Planning

We use a thematic approach when planning for Art and DT sessions. Some of the themes are stand-alone units and some are related to other topics within the curriculum, such as science or ICT. The units have been devised in order to ensure progression of key skills and knowledge within Art and DT. Art and DT skills are revisited and built upon each year in order to allow pupils to become confident and proficient in a variety of techniques.

Assessment

Teacher assessment is the basis for Art and DT. The teacher will assess children's knowledge and skills through observations and discussion. The Art subject leader is

responsible for ensuring that teachers' assessments are accurate. They will keep a record of assessment data and create a portfolio of evidence in order to assess what is being taught around the school.

Resources

Resources are held in central stores within school and on the school's server. At present, many of the art resources can be found in storage next to the Year 6 class room. Teachers may also need to order resources in advance. Materials such as clay are not available in the schools stores.

Inclusion & Differentiation

All children have the opportunity to partake in Art and DT sessions. These sessions are adapted to suit their particular age and stage of development. Where necessary work will be differentiated. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Monitoring & Review

The Art and DT subject leader, SLT and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Art and DT. The subject leader is responsible for supporting colleagues in the teaching of Art and DT, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The subject leader will also report to the Governing Body annually.