Art & DT Policy

St. Joseph’s Catholic Primary School, a Voluntary Academy

**“Trusting in God; Creating Tomorrow; Helping Today”**

**Intent**

As a Catholic Academy, religious education and faith development will be at the heart of our school curriculum in order to develop the Catholicism and spirituality of our pupils.

**Art and design**

At St. Joseph’s Catholic Primary School, we believe that teaching and learning in **art and design** is important because it stimulates creativity, imagination and inventiveness. It is a fundamental means of personal expression and enables children to communicate what they see, feel and think through the use of different materials and processes. We aim to foster enjoyment of art, craft and design and for children to experience a broad and balanced range of art activities.

**Design and technology** is a practical subject. We believe children should be prepared to participate in tomorrow’s rapidly changing technologies by providing opportunities for all the children to design and make quality products that solve real and relevant problems within a variety of contexts drawing on disciplines such as mathematics, science, engineering, computing and art. Design and technology gives the children the opportunity to work and think both as individuals and as part of a team, which helps them develop and learn while demonstrating our key values of the school.

We believe in instilling a love of **cooking** in pupils. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others now and in later life.

**Implementation**

**Art and design**

Art and design is taught through discrete lessons in at least three units across the school year. As children progress through the school, they are presented with opportunities to develop and master specific art skills, as similar topics are revisited and built upon. We link our topics to the Cornerstones topics whilst still ensuring all aspects of the National Curriculum are covered.

**Substantive and Disciplinary knowledge**

**Substantive knowledge** is recorded in sketch books and will show the development of children’s skills and ideas. This can take many forms and can be used to practise certain skills including **line, shape, colour, tone, texture** and **form** or to develop the use of a range of tools, media and processes. There is a strong emphasis on sketching skills to support children in art. Most lessons therefore start with a knowing and remembering sketching starter to allow children to keep revisiting prior learning.

Children learn skills including sculpture, embroidery, sewing, clay work, printing, painting, drawing and digital art. They are provided opportunities for studying historical, cultural and religious art and are given opportunities to analyse and evaluate pieces of art to develop their art and design language.

Children learn about a range of artists, designers, architects and craft makers. from across the world helping them to see how art and design has progressed through history. Many cross curricular links take place in art. For example, in English when children write biographies about particular artists and designers, in computing when children use software to create digital artworks, in RE when children analyse particular pieces of religious art and history and geography when children learn when and where particular art movements started.

**Disciplinary knowledge** allows the children to become proficient in drawing, painting, sculpture and other art, craft and design techniques. They can **evaluate** and **analyse** creative works using the language of art, craft and design. At the end of a topic, children produce a final piece of **creative** work, exploring their ideas from their sketch book and applying the skills and techniques learnt.

Throughout the year, all children are invited and encouraged to enter the many competitions run by outside sources. These enable the children to apply the skills learnt and to showcase their creative talents. We also offer a range of extra-curricular activities for the arts, with after school clubs running for both KS1 and KS2.

**Design and Technology**

Design and Technology is taught through discrete, meaningful lessons in which, children are taught through the three phases of **designing**, **making** and **evaluating** their own products. Each year group focuses on at least two topics throughout the year and each topic will focus on a separate set of skills.

As children progress through the school, they are presented with opportunities to develop DT skills, as similar topics are revisited and built upon. Again, we link our DT topics to the Cornerstones topics whilst still ensuring all aspects of the National Curriculum are covered.

**Substantive and Disciplinary knowledge**

In DT, **substantive knowledge** teaches children how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and CAD. They learn how to use a range of tools, equipment materials, components and ingredients. Technical knowledge of product design, structures, mechanical systems, electrical systems and computing is also taught. As with art, most lessons start with a knowing and remembering sketching starter to allow children to keep revisiting prior learning.

During DT lessons, many cross-curricular links are observed. Maths links are easy to come across during any D&T lesson; children are continuously measuring during the ‘design’ and ‘make’ phases of lessons. Instructions are often created as part of the ‘design’ phase, which has a direct link to English. Science knowledge is also practiced when children are creating products that contain electrical components, for example Year 2 children use their knowledge of electrical circuits to create lighthouses and Year 3 children create moving Trojan horses.

**Disciplinary knowledge** enables children to evaluate existing products and develop design criteria to help them design and make quality products that solve real and relevant problems within a variety of contexts. They become **creative problem solvers** as individuals and members of a team develop an ability to **criticise constructively** and **evaluate** their own products and those of others. They develop an understanding of the ways people in the past and present have used design to meet their needs.

We offer a range of extra-curricular construction activities within our after-school clubs running for both KS1 and KS2.

**Cooking**

During topic launch and landing days, children are given the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production, helping to engage children and create a life-long love of cooking. At least 2 units of cooking are taught in each year.

In cooking**, substantive knowledge** includes food hygiene and safety, cutting techniques, preparation and cooking techniques. Children are taught for example how to bake, stew, boil, fry and poach. They are taught how to weigh, sift, grate, dice, slice, whisk and reduce ingredients. Children are taught how to use a range of tools with an emphasis on children having appropriate skills, such as the safe use of knives, peelers, graters and other such equipment. They learn seasonality, where food comes from and the basic principles of a healthy diet. Children will also have an awareness of food safety and hygiene processes – such as cross-contamination and hand hygiene.

During cooking, there are many cross curricular links. For example, links to maths where children are measuring out ingredients, as well as calculating the quantities of different recipes linking to maths. Bread making, in particular yeast and the carbon dioxide gases produced all link to science.

**Disciplinary knowledge** allows children to prepare and cook healthy dishes safely using a range of cooking techniques.

Cooking clubs are available through our after-school club which give further opportunities for knowledge to be acquired and applied.

**Method**

Art or DT is taught in class groups on a weekly basis with further opportunities available within other lessons for children to continually practice and improve the skills they learn. For example, creating artwork for topic displays or Religious pieces of artwork. Each lesson builds on the previous lesson and children’s skills are improved upon throughout each topic.

A variety of teaching methods are used. These cover a range of activities which may include:

* Use of artefacts/images to stimulate creativity
* New techniques and skills are modelled and examples of work are shown to the children.
* Use of video technology to present ideas.
* Individual, paired or group work.
* Differentiated activities planned to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
* Scaffolding to support less confident children.

**Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary, we will adapt the curriculum to meet the needs of individual children, based on an accurate understanding of the strengths and gaps in learning, which may exist.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. If a child’s need is more severe, we consider the child for an Education and Health Care Plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

**Assessment**

Ensuring that teaching is based on an accurate and precise understanding of children’s prior knowledge and understanding, is integral to our teaching.

* At the beginning of each unit of work, teachers assess children’s prior knowledge and understanding through a pre-learning challenge. This challenge will then inform precise next steps in learning and also how children are grouped for lessons.
* All children are challenged during art and DT lessons through continuous verbal feedback and through problems presented to them.
* Self/peer- assessments and self-evaluations engage pupils in their own learning and encourages them to reflect on their learning, assessing the progress which they have made, celebrating success and identifying areas for improvement.
* Progress is measured through the use of post learning challenges and Final piece assessments at the end of each unit of learning.

Assessment is further enhanced through:

* We continually measure the impact of our curriculum by scrutinising pupils’ books, speaking to pupils about their learning and the use of internal assessments.
* In the summer term of each academic year the children’s progress in Art & DT is reported to parents through an annual written report.

These strategies support an accurate assessment of pupils’ knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also identifies gaps in learning.

**Art & Design and DT in the Early Years**

At St. Joseph’s we recognise that young children learn best when they are

active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

Art & Design and DT in the EYFS is organised through 7 areas of learning rather than subject areas. The 2 most relevant areas are the ‘**Expressive Arts and Design**’ and ‘**Physical Development’** strands.

By the end of The Foundation Stage, Children at the expected level of development will: (ELG)

* Use a range of small tools, including scissors, paintbrushes and cutlery
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the processes they have used.
* Begin to show accuracy and care when drawing.

**Substantive and disciplinary knowledge**

EYFS are taught substantive knowledge through continual provision where children have many opportunities to explore a range of materials and develop their ability to use a range of tools for example, basic cutting, ripping, drawing and gluing.

Disciplinary knowledge helps children produce frequent pieces of specific artwork and to progress into KS1.

**Health and Safety**

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

**Roles and Responsibilities**

It is the role of the subject leader:

* To organise Art & DT within the curriculum and to ensure progression and development.
* To monitor planning and quality of delivery of the computing curriculum.
* To keep up to date with the developments within computing and carry out staff meetings when required.
* To support teachers to understand the requirements of the National Curriculum and support individuals with lesson planning
* To audit, identify, purchase and organise all art resources, ensuring they are

readily available and well maintained

* To keep up to date on the use of Art and DT in the curriculum
* To promote art throughout the school e.g. organise art competitions
* To monitor use of the sketchbook throughout the school
* To implement the subject leader action plan.
* To attend CPD provided by the Our Lady of Lourdes Multi-Academy Trust.

Class teachers are responsible for:

* medium term plans and ensuring the curriculum is taught and that the objectives are achieved for their class.

**Impact**

Our art and DT curriculum has ambition for high achievement of all pupils irrespective of background and starting point. Children should know and remember more due to the cyclical process of our teaching.

After the implementation of this curriculum, children will have the knowledge and skills to **experiment, invent and create** their own works of art, craft and

design. They will have become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children should be able to **talk critically** about artworks and be confident to use the skills learnt to express their own ideas, feelings and experiences in a creative manner.

By studying design and technology, children will also have **problem solving**, **planning**, and **evaluation skills** as well as **communication** and **teamwork skills** that they can take with them to secondary education and into the wider world.

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