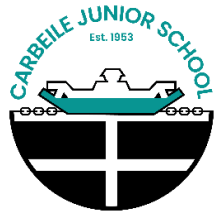


# CARBEILE JUNIOR SCHOOL

## ART & DESIGN TECHNOLOGY POLICY



J Worth – Feb 2024

### Introduction

- This document is a statement of the aims, objectives and strategies for the teaching and learning of Art and Design Technology at Carbeile Junior School.

### What is Art and Design Technology?

Art and Design Technology capability is about pupils designing and making quality and purposeful items. It requires pupils to apply knowledge and understanding from a wide range of curriculum areas, especially science, mathematics and art. Through these activities pupils develop practical capability and an awareness of the world in which they live.

"Art and design is the freedom of the individual, the freedom of expression and the freedom to fail without retort." NC (1999)

We know through neuroscience research, that art and design activates parts of the neocortex that can lead to meaningful and memorable learning. The teaching of art, design and creativity is vital to equip children with skills they will need in future life when problem solving and thinking in other ways is required.

Although separate areas, both have equally valuable outcomes and often share them where ever possible. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of responding to and understanding the world around us. Pupils can communicate what they see, feel or think through a variety of colour, form, texture, patten, shape and differing materials and processes.

### Aims

Our aims in teaching Art and Design Technology are that all children will secure knowledge of the following:

- a. How creative ideas can be developed in response to different stimuli and imaginative thinking.
- b. How different art forms communicate and evoke moods, thoughts and ideas.
- c. That designing and creating require discipline, patience, practice, control and technique
- d. How and why people from different times and cultures have used the arts to express ideas and communicate meaning
- e. That accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed

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- f. The power of creative ideas and approaches in science and technology to explore and explain our world, solve problems and bring about change
- g. How information and valid evidence underpin ideas and practice in science and technology
- h. How science and human needs interact to create new knowledge, technologies and products
- i. How the natural and made worlds evolve, are independent and interrelated and how humans engage with and influence their environment

## Objectives

Our objectives when teaching Design and Technology are that all pupils are challenged appropriately and will develop:

- skills of designing (the design process)
- skills of clarifying and communicating ideas
- aesthetic and sensory knowledge and understanding
- technical knowledge and understanding
- making skills relating to working with resistant materials, food and textiles
- an awareness of the issues and influences that surround design and technological activity
- health and safety awareness

Our objectives when teaching Art and Design are that all pupils are challenged appropriately and will develop:

- skills of drawing through observation and imagination
- skills of considering and collecting visual information and use them in independent work
- skills of investigating and applying a variety of methods and approaches towards materials, tools and medium
- skills of evaluating, developing and adapting produced work in relation to views or specification
- a knowledge and understanding of colour, texture, pattern, line, tone, shape, form and space and how they can be combined for different purposes
- an awareness of different roles and purposes of varying artists in varying times and cultures

## Content to be taught

- The statutory orders (September 2000) have been interpreted into a key stage 1 and key stage 2 programme of study under the five main objectives (see attached appendices). These are the entitlement for all pupils and form the basis for planning individual schemes of work.

- Individual units of work are recorded on the pro forma matrix and incorporate disassembly activities and focused practical tasks.
- The level descriptors for Art and Design Technology have been stranded into 6 levels. This can and should be used to assist planning, ensuring that appropriate opportunities are presented to pupils to help achieve the aims and objectives stated above.

### **Strategies for planning Art and Design Technology activities**

- At least three modules of Design and Technology are taught in each year, two use resistant materials, one uses food and one uses textiles.
- At least three modules of Art are taught in each year.
- Art and Design Technology is mainly organised as part of the topic and will provide opportunities for pupils to apply their knowledge and understanding from many aspects of their learning, with particular emphasis on Literacy, Mathematics and Science.
- Art and Design Technology is taught for approximately twelve hours per term.
- Planning coincides with the objectives and level descriptors from the National Curriculum.

### **Strategies for teaching Art and Design Technology activities**

- Pupils will work as a whole class, in groups, pairs and individually when appropriate.
- There is no specialist teaching of Art and Design Technology, it is taught by class teachers.
- When available, teaching assistants are used in Art and Design Technology to facilitate pupil activity. Pupils who have special needs in Art and Design Technology receive extra support in the classroom and work to less complex specifications. Pupils who are very able in Art and Design Technology are encouraged to develop more complex specifications.
- Home learning is used to support Art and Design Technology through tasks such as research, survey, testing against specifications and evaluation.
- Excellence in Art and Design Technology is celebrated through display of both design work and completed products.
- Gifted and Talented children are identified and encouraged to develop their talents.

### **Strategies for ensuring progression and continuity**

- A yearly overview is developed covering a range of materials and processes.
- Planning takes place in year groups.
- Coverage of the programme of study over the key stage is recorded and monitored by the coordinator.

### **Formative assessment**

- Formative assessment based on the programme of study and level descriptors is used to

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guide the progress of individuals and groups of pupils.

- In any given project, assessment should focus on one/two point from each heading incorporated in the programme of study. Over the pupils time in each stage of schooling they will experience and succeed at all.
- Formative assessment may include:
  - small group discussions
  - individual comments
  - self assessment of individual and group work.

## **Recording and Reporting**

- Reporting to parents is through interviews and an annual written report and will focus on the attainment targets and how they were achieved.
- A school, electronic portfolio of achievement will be developed as a means of moderation, assessment and evidence.
- At the end of a key stage pupil achievement will be assessed using the level descriptors. Key stage 2 levels will be recorded on the pupil record of achievement (where applicable).

## **Resources for Art and Technology**

- Tools, equipment and consumable materials for Art and Design Technology are organised by the coordinator and stored in the resource room, with Art mediums mainly in the Year 4 bay, with classrooms having their own smaller supply.
- All resources to be returned after use to ensure fair access for all staff and year groups.
- Topical clay work is undertaken by all year groups under the close supervision of staff. Air drying clay is used so kiln facilities are no longer required.

## **Health and Safety**

- The LA health and safety policy has been adopted.
- Staff make relevant risk assessments for all activities.
- Aspects of health and safety are highlighted in schemes of work.

## **Related Documents**

Curriculum Policy  
Teaching & Learning Policy  
Subject Policies  
Equal Opportunities Policy  
Health & Safety Policy  
Assessment, Record Keeping & Reporting Policy  
Marking & Presentation Policy

## **Policy Review**

We will review this policy every three years unless earlier revision is required. These documents will be stored as a paper document by the Clerk and electronically by the Senior Administration Officer and Clerk.

Date of next review: Autumn 2026

Signed Headteacher: Mr P Hamlyn

Signed Science Coordinator: Miss J Worth