



Arts Policy **January 2018**

St James Infants School understands that art, design and D&T allow pupils to solve problems, think creatively and develop ideas. These subjects offer pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

By teaching art, design and D&T, we aim to help pupils:

- 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.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Evaluate products, made by themselves, their peer groups and external companies.
- Explore the man-made world and encourage discussion of how we live and work within it.
- Develop an interest in and an understanding of technological processes and the role of manufacturing in society.
- Become creative thinkers and learners, exploring their ideas and recording their experiences.
- Learn how to draw, paint, sculpture and create art.
- Evaluate their work and the work of their peers, as well as other artists.
- Learn the principles of nutrition, healthy eating and how to cook.

Early years foundation stage (EYFS)

All pupils in the EYFS are taught art, design and D&T as an integral part of the topic work covered during the academic year.

All art, design and D&T objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development

- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The art, design and D&T curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.

In the EYFS, pupils will be taught to:

- Recognise that a range of technology is used in places such as at home and in schools.
- Select and use technology for particular 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.

KS1 – D&T

By the end of KS1, pupils will be taught to develop the abilities outlined in this section.

Design

To design purposeful, functional and appealing products for themselves and other users based on design criteria.

To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.

Make

To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

To explore and evaluate a range of existing products.

To evaluate their ideas and products against design criteria.

Technical knowledge

To build structures, exploring how they can be made stronger, stiffer and more stable.

To explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to progress to KS2.

Pupils will work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

KS1 – Art and design

By the end of KS1, pupils will be taught to:

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Appreciate 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.

Roles and responsibilities

The subject leader is responsible for:

Preparing policy documents

Reviewing changes to the national curriculum and advising teachers on their implementation.

Monitoring the learning and teaching of art, design and D&T, providing support for staff where necessary.

Ensuring the continuity and progression from year group to year group.

Encouraging staff to provide effective learning opportunities for pupils.

Helping to develop colleagues' expertise in the subject.

Organising the deployment of resources and carrying out an **annual** audit of all related resources.

Liaising with teachers across all phases.

Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.

Leading staff meetings and providing staff members with the appropriate training.

Organising, providing and monitoring CPD opportunities in the subjects.

Ensuring common standards are met for recording and assessing pupil performance.

Advising on the contribution of art, design and D&T to other curriculum areas, including cross-curricular and extra-curricular activities.

Collating assessment data and setting new priorities for the development of art, design and D&T in subsequent years.

The classroom teacher(s) is/are responsible for:

Acting in accordance with this policy.

Ensuring progression of pupils' art, design and D&T skills, with due regard to the national curriculum.

Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

Liaising with the subject leader about key topics, resources and support for individual pupils.

Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.

Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.

Undertaking any training that is necessary in order to effectively teach the subjects.

The special educational needs coordinator (SENCO) is responsible for:

Liaising with the subject leader in order to implement and develop specialist art, design and D&T-based learning throughout the school.

Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).

Advising staff how best to support pupils' needs.

Advising staff on the inclusion of art, design and D&T objectives in pupils' individual education plans.

Advising staff on the use of TAs in order to meet pupils' needs.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's

Primary Assessment Policy.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

Talking to pupils and asking questions

Discussing pupils' work with them

Marking work against the learning objectives

Pupils' self-evaluation of their work

Classroom tests and formal exams

Teachers will also assess pupils':

Knowledge of tools, materials and equipment.

Ability to record and communicate their design ideas in a clear manner.

Personal qualities and attitudes towards their work.

Ability to explain what they have created and how.

Ability to use tools and materials safely and effectively.

Ability to evaluate their work and the work of others.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Equal opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the art, design and D&T curriculum is differentiated for these pupils.

Cross Curricular Links

This policy will be reviewed every three years or more often if necessary.

Signed