# Rosehill School

## Art & Design and D&T Policy

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| D&T Lead |
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“You were born an original, don’t be a copy” John Mason

Statement of intent

At Rosehill, pupils are given a wide range of experiences to help them develop their own aesthetic viewpoint. The Arts are not seen as separate stand-alone taught lessons but a cross curricula approach that enables pupils to access a variety of concepts and learning in an exciting creative holistic style. It enables subject coordinators across school to work together to promote creative inspiring approaches to learning through combing key subject areas with the Arts. The Arts at Rosehill provide a means of personal expression which can be used to communicate distinct experiences, the world from different perspectives therefore presenting their own personality and individuality.

The Arts allows pupils to make choices, explore materials, develop their own likes and dislikes, understand about the world around them and communicate this is their own unique style. Art celebrates and welcomes these different views of the world and encourages exploration and trial where the process is as important as the final outcome. Pupils are able to develop their self-esteem and confidence through understanding how important their voice through the Arts is.

The Arts will offer pupils opportunities to:

- Be aware of different art forms happening in school by:
  - Use of displays
  - Through whole school projects
  - Through exhibitions of work
  - Celebration of work e.g. performances
  - Opportunities to work with others in and out of school
  - Working with Artists
  - Developing/celebrating pupil voice through The Arts
  - Involvement in Art competitions
  - Develop their talents and be nurtured in that development.

- Be aware of Art forms outside of school by:
  - Visiting Art galleries
  - Working with Artists and creating exhibitions outside of school
  - Identifying art forms in their local environment
  - Studying various artists work
  - Exploration of culture and art, Use of colours and expression through the Arts.
  - Visiting performances
  - Being inspired by the outdoor environment
  - Awareness of use of digital arts in today’s society
  - Historical study of The Arts
1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
   - DfE ‘Statutory framework for the early years foundation stage’ 2017
   - DfE ‘Art and design programmes of study: key stages 1 and 2’ 2013
   - DfE ‘Design and technology programmes of study: key stages 1 and 2’ 2013

2. Early years foundation stage (EYFS)

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

2.2. 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

2.3. 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

2.4. 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.

2.5. In the EYFS, pupils will be taught to:
   - 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.

3. KS1 – D&T

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

3.2. Design
   - To be involved in design opportunities
   - To develop their ideas through talking, drawing, exploring models
3.3. **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, including construction materials, textiles and ingredients.

3.4. **Evaluate**

- To explore and evaluate (as appropriate) a range of items.

3.5. **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 designs.

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

4. **KS1 – Art and design**

4.1. 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.

5. **KS2 – D&T**

5.1. By the end of KS2, pupils will be taught to develop the abilities outlined in this section.

5.2. **Design**

- To generate, develop, model and communicate their ideas through speaking and listening opportunities and drawing/ IT activities

5.3. **Make**

- To select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- To select from and use a wider range of materials, including construction materials, textiles, and ingredients.

5.4. **Evaluate**

- To investigate different products.
• To evaluate their ideas, as appropriate.

5.5. **Technical knowledge**

• To apply their understanding of how to strengthen structures.
• To use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages.
• To explore electrical systems e.g. circuits, switches, bulbs, buzzers and motors.

6. **KS2 – Art and design**

6.1. By the end of KS2, pupils will be taught to:

• Create records of their observations.
• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
• Appreciate artists.

7. **Cooking and nutrition**

7.1. As part of their work with food, pupils will be provided with opportunities to explore cooking.

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

• Use the basic principles of a healthy eating.
• Begin to explore where food comes from.

7.3. By the end of KS2, pupils will be taught to:

• Apply some of the principles of a healthy and varied diet.
• Explore cooking a range of dishes using a range of cooking techniques.

8. **Roles and responsibilities**

8.1. The subject leader is responsible for:

• Preparing policy documents, curriculum plans and schemes of work for the subjects.
• 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.

8.2. 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 by following the schools assessment policy.
• 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.

9. Equal opportunities

9.1. 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.

9.2. The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.

9.3. The school aims to maximise the use and benefits of art, design and D&T as one of many resources to enable all pupils to achieve their full potential.

10. Cross-curricular links – D&T

10.1. English:

• D&T offers the opportunity to reinforce what pupils have been learning during English lessons. Discussion, drama and role-play are important methods that
the school uses to help pupils develop an understanding of people’s different views.

10.2. **Maths:**

- D&T will assist pupils in learning about shape and size and will make use of what they have already learned in maths lessons.
- Pupils will carry out investigations.

10.3. **PSHE:**

- D&T lessons will be used to teach pupils how to share ideas and work with others.
- Pupils will be taught about health and hygiene, including diets.

10.4. **Spiritual, moral, social and cultural development (SMSC):**

- Teaching D&T offers opportunities to support the social development of pupils through the way they are expected to share with each other in lessons.

10.5. **Computing/ICT:**

- ICT enhances the teaching of D&T and provides pupils with additional equipment, extending the possibilities for developing, sharing and recording their work.

11. **Cross-curricular links – Art and design**

11.1. **English:**

- Art and design enhances the teaching of English by encouraging pupils to ask and answer questions about their work.
- Pupils have the opportunity to share ideas with their peers.
- Pupils are able to use art and design when creating and drawing images and designs in their English work, for example when creating stories with pictures.

11.2. **Maths:**

- Art and design contributes to the teaching of mathematics by enhancing pupils’ understanding of shape, space and measurement.

11.3. **PSHE:**

- Art and design is used to encourage pupils to discuss their feelings of their own work.

11.4. **SMSC:**

- Art and design helps pupils develop a respect for other pupils’ work.
- Pupils develop an understanding and appreciation of different times, cultures and religions through their work on famous artists.
11.5. Understanding the story behind the arts pieces they experience and expressing themselves through an art form.

11.6. **ICT:**
- Pupils explore shape, colour and pattern in their work, and can collect visual information to help them develop their ideas.
- Pupils can record their observations.
- Pupils can use the internet to explore famous artists and designers.

12. **Health, safety and hygiene**

12.1. In order to maximise their learning experience, pupils are provided access to a wide range of materials in art, design and D&T lessons; however, health and safety including storing materials and tools, and the use of equipment are in place as needed.

12.2. Personal protective equipment (PPE), such as gloves, head protection, eye protection, is made available to all pupils and teachers.

12.3. The risks of each task will be assessed by the classroom teacher before lessons.

12.4. Pupils will be supervised at all times during D&T lessons. In order to maintain safe supervision.

12.5. All pupils will be taught how to use all equipment properly by the classroom teacher before use.

12.6. Perishable food will be stored sensibly and refrigerated if necessary. Care will be taken by teachers and TAs to ensure food is not used after the given sell-by date.

12.7. A fire safety blanket will be kept next to the cooker at all times.

12.8. If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.

12.9. Teachers and TAs will oversee that all cupboards, table tops and cookers are clean and in working order.

12.10. Correspondence will be sent to parents when they start school so that the relevant allergy information is shared.

13. **Teaching and learning**

13.1. The school uses a variety of teaching and learning styles in art, design and D&T lessons. The main aim of these lessons is to develop pupils’ knowledge, skills and understanding.
13.2. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others.

13.3. Art sketchbooks are used for:
   - Practising and gathering information to use on larger pieces of work in class.
   - Practising drawing techniques, such as shading, colouring.
   - Photographs
   - Pictures from magazines, comics, cards, calendars, stamps, etc.
   - Samples of textures, fabrics and other materials
   - Colour strips from colour mixing
   - Evaluations by pupils of their own work and the work of other artists

14. Planning

14.1. Planning of the art, design and D&T curriculum is focussed on creating opportunities for pupils to:
   - Engage in creative activities and opportunities, including the use of the Art Studio.
   - Use a wide range of materials.
   - Explore drawing, painting, sculpture and other art, craft and design techniques.
   - Appreciate art work, artists.
   - Discuss ideas and planning with their peers.
   - See that their work is valued, celebrated and displayed around the school.

14.2. The subject leader is responsible for reviewing and updating the curriculum programme, planning and communicating these to teachers.

14.3. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.

14.4. At Rosehill School, art, design and D&T is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

14.5. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

15. Assessment and reporting

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

15.2. Assessment will be undertaken in various forms, including the following:
• Talking to pupils and asking questions about their understanding and creative interests
• Discussing pupils’ work with them
• Marking work against the learning objectives
• Pupils’ level of engagement and self-evaluation of their work

15.3. Assessments, which is carried out informally throughout the year, enabling teachers to identify pupils’ understanding of the Arts/ D&T and inform their immediate lesson planning.

16. The Art Studio; Resources and equipment

16.1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

16.2. The Art Studio contains an array of resources.

16.3. Food technology resources are kept in the Training flat and Kitchen areas.

16.4. Displays within the Art Studio, will be utilised and updated regularly, in accordance with the area of art, design and D&T being taught at the time.

16.5. At the start of every school year, the subject leader and headteacher will assess the school’s art, design and D&T tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

17. Monitoring and review

17.1. This policy will be reviewed every two years by the subject leader.

17.2. Any changes made to this policy will be communicated to all members of staff.

17.3. All members of staff directly involved with the teaching of art, design and D&T are required to familiarise themselves with this policy.

17.4. The scheduled review date for this policy is December 2019.