



# **Benthal Primary School**

## **Art and Design Policy**

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## **DT Policy**

<b>Agreed by</b>	Chair of Governors
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# Art and Design Policy

## Expectations

Art and design stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at Benthall Primary School, children are given opportunities to explore and evaluate artists and communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children will cover all areas of the curriculum including drawing, painting, sculpture, collage and printing by relating their work to artist's work, school topics and standalone 'strand' lessons.

## Aims and Objectives

A high-quality education in Art and Design should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It should encourage children to think critically and develop a more rigorous understanding of art and design as well as teach them about how art and design has shaped our history and contributes to the culture, creativity and wealth of our nation.

Our school aims for the art and design curriculum to reflect those of the new National Curriculum.

We aim for pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, paint, sculpture and other art craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art form

## **Teaching Objectives**

### **EYFS**

- To encourage both staff and children to explore creativity in an all-inclusive way
- To encourage exploring materials, ideas and techniques in an open-ended way
- To encourage children to value the journey alongside the outcome
- To encourage children to begin looking at their identity through expression and exploration, grow confidence to share their ideas, thoughts and outcomes and to learn to appreciate and respect that others might have different views and experiences of their own identity.
- To encourage children to use teamwork, as well as value their ability to work independently.
- To establish that drawing, mark-making, making etc are both physical and mental activities in which the mind and the body are involved.
- To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.

### **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.

## Creative Curriculum Topic Map

### Planning, Progression and Continuity

Planning follows the National Curriculum 2014, which is divided into separate objectives for KS1 and KS2 (see above). We carry out the curriculum planning in art and design in two phases: long-term and medium-term planning. Lesson will be planned to work alongside the BCC (Benthal Creative Curriculum) as well as termly artists and standalone lessons. This will give staff the opportunity to explore and plan according to their objectives and allow the children to explore and express themselves in as many ways creatively possible.

Our long-term plan maps out the themes and artists covered in each term during the key stage and which subjects will take a driving role in each topic. Our medium term plan is integrated with topic planning. These plans ensure an appropriate balance and distribution of work across each term.

Benthal has a skills progression map and curriculum overview in which a range of diverse artists and their work will be studied and used to teach and inspire children in their own work.

Blocking is used to deliver art over a two week period yet teachers are welcome to teach standalone 'strand' lessons when and where necessary. They then decide on the art and design skill(s) they want the children to learn, and plan the activities according conjunction with their given artist and/or objective.

Throughout the academic year, all children are given the opportunity to use a variety of different art media. These include: drawing materials (pencils, pastels and ink), paints, papers, clay and plasters, textiles, woodwork and digital art.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also plan for progression with our year group topics in topic planning, so that there is increasing challenge for the children as they move through the school using the progression of art skills document. *(This is saved in all staff > (BCC) > Art & DT ->Curriculum and Progress > Progression of skills)*

Year Group	Essential Skills Coverage
EYFS	-Begin to use a variety of drawing tools -Experiment with colours -Handling, feeling, enjoying and manipulating materials
Year 1	-Observe and draw objects (including parts of the body) -Name all basic colours and make secondary colours using primary colours -Explore patterns and textures - Construct models/sculptures in a variety of ways

<b>Year 2</b>	-Drawing as a way of recording experiences and feelings -Describe colours in relation to art work (hot/cold, happy/sad etc) -Print with a growing range of objects -To shape and form from malleable materials
<b>Year 3</b>	-Close observation -Mixing colours to make a colour wheel -Begin to plan and develop ideas before making -Mono-printing
<b>Year 4</b>	-Colour mixing and matching to create different shades and tints -Scale and proportion -Interpret environmental and manmade patterns -Plan and develop ideas further with discussion and evaluations
<b>Year 5</b>	-Introduce perspective drawing -Explore the use of texture in colour -Plan, develop, discuss and evaluate own work and that of other sculptors -Shape, form, model and join
<b>Year 6</b>	-Builds up drawings and images of whole or parts of items using various techniques -Draw the effect of light on objects and people from different directions -Colour for purpose -Shape, form, model and join with accuracy

Staff also have access to a more in-depth Art Curriculum document within the same folder called **'Visual Arts Curriculum'**. This document contains a thoroughly detailed prospectus of aims, objectives, overviews, planning, concept and development, content and analysis from EYFS to Year 6.

### **AccessArt**

Benthal will also have access to many resources from AccessArt including their lesson plans/ideas and their EYFS and Primary Exemplar Plans and Progression Plan. These documents include support and planning for teachers to use alongside their own planning and can be used guide and inform staff throughout the year as they development children's progression.

### **Sketch Book**

The sketch books are an organised portfolio of each child's individual creativeness which allows each child to review and revisit their ideas. They should be used as often as possible and be the main recorded source of children's work.

### **Expectations**

- Pieces of work must have a written L.I. (use the progression table for support/ art elements (space, shape, colour, value, line, form and texture)
- Per term:
  - 1 piece of experimental art (e.g. different pencil lines, shades of blue, brush textures, oil pastel techniques, water and pen ink techniques)
  - 2-4 pieces linked to BCC/artist
  - 1 piece gallery/trip work
  - 1 observational drawings
  - Work can/should be developed overtime to achieve quality pieces

Years 5 and 6 will add annotations to each piece of work evaluating their outcome.

## **Foundation Stage**

Art and design can be found in the Early Years Foundation Stage within the specific area of learning 'Expressive Arts and Design'. Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. This area of learning is split into Exploring media and Material and Being Imaginative. Goals in both areas form a great foundation for learning that continues as children move through the national curriculum art and design objectives.

EYFS also have access to the EYFS exemplar provided by **AccessArt** located in the above mentioned folder. This includes lesson plans, ideas and progression.

## **Assessment and Feedback**

We assess the children's work in art and design by making a professional judgement as we observe the children during lessons. Work is differentiated by outcome and sometimes by resources (depending on the individual need of the child). Where appropriate, all children are provided with verbal feedback from the teacher or from their peers, using the success criteria displayed in class, which allows them to focus on the next steps in their learning. Each art lesson will end with a positive peer assessment shared amongst the class to encourage exploration, development and mindfulness.

## **Resources**

Most classrooms have some form of basic resources, which they can replenish throughout the year e.g. paints. Most resources and materials are stored within the assigned art cupboard where they should be replaced after each use in the correct area and kept organised. Teaching staff will be able to request new resources required throughout the year through the school's Subject leader. This will be added to the 'on-going stock list' which will be checked often and items ordered when required in line with the current budget.

## **Inclusion**

At Benthall Primary School, we teach art and design to all children, whatever their ability. Through our teaching we provide learning opportunities that cater for the needs of children.

## **Adaptive Teaching**

Through adaptive teaching, we use a range of materials and strategies that will enable pupils to achieve expectations while maintaining a culture of high expectations and provide support with introducing new learning and balance this with securing previous knowledge.

# DT Policy

## Purpose and Expectations

Design and Technology prepares children for the wider world and it is imperative that pupils have access to as many opportunities as possible where they can develop and harness their skills that will help open many paths and doors in their future. DT is a very inspiring and hands-on subject which can be rigorous. Pupils will look at the wants and needs of others as well as their own values to solve real and relevant problems within a variety of context that will allow pupils to design and make products creatively and for a purpose. Pupils will link their learning to other subjects such as maths, science, computing and art that will develop and further their DT subject knowledge. Through learning to take risks, pupils will learn to become resourceful, innovative, enterprising and capable citizens. Pupils will develop their understanding of past and present design and how it impacts on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## Aims and Attainment targets

Children should receive high quality lessons in Design and Technology, inspiring and engaging them to aim high and encouraging them to pursue opportunities, setting them up for life outside of education, any further education choices and potential careers within the creative sector. Pupils should be given the opportunities:

- to develop creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Pupils are expected to know, apply and understand the matters, skills and processes specified by the end of each key stage.

## **Teaching**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. *(National Curriculum 2013)*

DT is taught in the style of 'DT day'; The topic for the term is taught across an entire day.

## **Objectives**

### **EYFS**

The most relevant early years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

## **30-50 Months**

### **Physical Development**

- Moving and Handling
  - To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Health and Self-Care
  - To understand that equipment and tools have to be used safely.

### **Understanding the World**

- Technology
  - To show an interest in technological toys with knobs or pulleys, or real objects.
  - To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.
- Expressive Arts and Design Exploring and Using Media and Materials
  - To enjoy joining in with dancing and ring games.
  - To begin to move rhythmically.
  - To imitate movement in response to music.
  - To tap out simple repeated rhythms.
- Being Imaginative
  - To develop preferences for forms of expression.
  - To use movement to express feelings.
  - To create movement in response to music.
  - To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

## **40-60 Months**

### **Physical Development**

- Moving and Handling
  - To use simple tools to effect changes to materials.
  - To handle tools, objects, construction and malleable materials safely and with increasing control.
- Health and Self-Care
  - To show understanding of the need for safety when tackling new challenges and consider and manage some risks.
  - To show understanding of how to transport and store equipment safely.
  - To practice some appropriate safety measures without direct supervision.

### **Expressive Arts and Design**

- Exploring and Using Media and Materials
  - To explore what happens when they mix colours.
  - To experiment to create different textures.
  - To understand that different media can be combined to create new effects.
  - To manipulate materials to achieve a planned effect.
  - To construct with a purpose in mind, using a variety of resources.
  - To use simple tools and techniques competently and appropriately.
  - To select appropriate resources and adapt work where necessary.
  - To select tools and techniques needed to shape, assemble and join materials they are using.
- Being Imaginative
  - To create simple representations of events, people and objects.

- To choose particular colours to use for a purpose.

*(Twinkl DT Subject Leader document via Progression Framework)*

## **Key stage 1**

### **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**

### **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.

## **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### **Key stage 1**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### **Key stage 2**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

*(National Curriculum 2013)*

Cooking and Nutrition will be delivered over a 'cooking week' in which the school will have projects and workshops planned and designed by the DT lead, SLT and chef.

## **Creative Curriculum Topic Map**

### **Planning, Progression and Continuity**

Planning follows the National Curriculum 2013, which is divided into separate objectives for KS1 and KS2 (see above). Planning is designed to combine with 2 BCC (Benthal Creative Curriculum) topics and a Science topic across the 3 terms. Long-term and medium-term planning is available and can be found in *(All staff > (BCC) > Art & DT ->Curriculum and Progress > DT curriculum overview 19-20 onwards.)* Each DT project covers relevant skills over the year and looks at various designers and architects who have contributed to the different societies throughout history.

DT planning is currently structured to work across two to three sessions at the teacher's discretion. Teachers can choose to block these lessons and spread them across a topic, linking to other subjects where possible. Teachers may also choose to teach some standalone lessons within other topics not assigned in the overview where they see relevant for the children's knowledge and progression.

Throughout the academic year, all children are given the opportunity to use a variety of different materials and learn new skills. These include and work within the National Curriculum outline of Design, Make, Evaluate eg. sketching new products, designing bridges and buildings, using woodwork and electronics, developing sewing skills, making 3D products, sculpturing with clay, etc.

Children will also have the opportunity to explore and develop their skills and understanding of cooking and nutrition. Each year, there will be a dedicated 'Food Week' where staff and children will come together to plan and teach the required skills for each year group according to their progression stage through different forms such as in-school workshops, trips, class baking sessions, etc. Additionally, teachers may also choose to teach nutrition during different topics where possible and through cross-curricular.

### **Recording work/BCC & Science books**

BCC and science books will be used to record children's work and progression. Work should be organised in line with the 'Design, Make and Evaluate' mandate. Templates are available for KS1 and KS2 to adapt according to their topic (*All staff > BCC > Art & DT -> DT templates*). Children's actual products should be displayed for each term within the classroom. Samples of children's work should be kept for an end of year showcase in Summer 2.

### **Expectations**

- Pieces of work must have a written L.I.
- Per term:
  - 1 design worksheet showing children's development of a product and the materials they plan to use.
    - (KS2 – in addition, a step-by-step hand drawn and lightly labelled worksheet)
  - One product per child exploring relevant skills.
    - HA should be challenged further when and where possible e.g. Stone Age: LA/MA = bag HA = shoes.
  - 1 evaluation sheet with questions that will develop children's understanding of their previous processes and how to progress further.

### **Essential Skills**

The essential skills from 'Skills Builder' must be incorporated into lessons; skills have been added to work sheets to allow the teaching of them during specific tasks and allow the children more access to each one.

### **Assessment and Feedback**

We assess the children's work in DT by making a professional judgement as we observe the children during lessons. Work is differentiated by outcome and sometimes by resources (depending on the individual need of the child). Where appropriate, all children are provided with verbal and written feedback from the teacher or from their peers, using the success criteria displayed in class, which allows them to focus on the next steps in their learning. At the end of each project, a mini class showcase should take place where children can share and praise each other's work and achievements.

Teachers will complete an end of block assessment where children are assessed on the 3 main skills of the DT curriculum: Design, Create and Evaluate.

### **Resources**

All DT resources will be kept in a designated space within the same area as the Art supplies (art cupboard in KS2 hallway). It is imperative that resources are only used for their assigned topics and staff do not use any of these resources elsewhere. Additionally, due to the nature of some of the topics and cross-curricular links, science resources will also be made separately available where possible.