

Art, design and technology policy

Norton Primary School

May 2025



Introduction:

Art, design and technology has a significant and valuable role in the ethos of our school. The purpose of art, design and technology at Norton follows the purpose outlined in the National Curriculum:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our School aim:

Art

By the time our children have finished their time at Norton we know that they will be:

- ✓ Confident in their abilities as an artist.
- ✓ Knowledgeable about a range of artists and famous artwork, reflecting on the impact these have had.
- ✓ Have the capabilities to use a range of art skills such as sketching, painting, sculpting, collaging and printing.
- ✓ Find similarities and links between their own artwork and the artist's artwork.
- ✓ Be able to evaluate their own artwork and find areas to improve, following the evaluative cycle.
- ✓ Have the confidence to combine media and make independent choices.
- ✓ Know that anybody can be an artist!

Design and technology

By the time our children have finished their time at Norton we know that they will be:

- ✓ Confident in their abilities as a designer and creator.

- ✓ Knowledgeable about a range of designers and creators and famous sculptures, reflecting on the impact these have had.
- ✓ Have the capabilities to use a range of design skills such as designing, making and evaluating their work.
- ✓ Have the knowledge of how to be safe when preparing food and using saws or woodwork tools.
- ✓ Find similarities and links between their own creations and established work.
- ✓ Be able to evaluate their own work, finding areas to improve, following the evaluative cycle.
- ✓ Have the confidence to respond to challenges as they may occur and make independent choices.
- ✓ Know that anybody can be a designer and creator!

Curriculum organisation:

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Reception	Painting	Sculpture	Printing	Sculpture	Collage	Cooking
Year 1	Painting	Sculpture	Collage	Mechanisms	Printing	Cooking
Year 2	Technology and painting	Textiles	Printing	Collage	Sketching	Sculpture
Year 3	Painting	Mechanisms	Technology and combined mediums.	Technology and sculpture.	Sketching	Sculpture
Year 4	Printing and painting	Cooking	Painting and combined mediums	Sculpture, textiles and collage.	Painting	Sculpture
Year 5	Printing	Textiles	Sketching	Textiles	Sketching and combined mediums	Electricity
Year 6	Combined mediums	Electricity	Combined mediums	Sculpture	Technology and painting	Mechanisms

Sketchbook expectations:

Every pupil has their own sketchbook, documenting their development of skills as an artist over their time at Norton.

These sketchbooks will evidence:

- A range of collage, sketching, printing, collage, painting and work which combines mediums.
- A range of evidence of the child's skill in designing and creating models, cooking, sculpture and sewing.
- Self-evaluation linked to their adaptations and improvement of work.
- Concise learning objectives and design briefs linked directly to skills.
- Peer feedback
- Pictures of the finished project.

Equal opportunities and inclusion:

Art, design and technology plays an important part in the life of our school and every child participates.

Activities both in and out of the classroom are designed in a way which encourages active participation by all children, matched to their knowledge, understanding and previous experience.

Pupils learn about a diverse range of techniques and artists, designers and creators developing their knowledge of world art, design and technology and history.

Assessment and recording:

The teacher of art, design and technology should note individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the curriculum progression. Teachers can obtain evidence by direct observation of the children at work, questioning pupils, listening to their conversations or analysing their final pieces of work. Assessment of skills is carried out two times a year against end of year objectives.

The art lead monitors this by:

- Pupil voice
- Sketchbook analysis
- Staff questionnaires
- Observations

Role of the subject leader:

- To support and guide all staff when teaching art, design and technology.
- To ensure continuity and progression in planning.
- To monitor and evaluate the effectiveness of the art, design and technology teaching in school.
- To develop and manage the art, design and technology budget effectively.
- To prepare and deliver relevant training for staff.