

Art, design and technology policy

Norton Primary School

September 2021



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 artist's artwork.
- ✓ Be able to evaluate their own artwork, finding areas to improve, things they like, 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:

Art:	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Reception	Painting	Collage	Sewing	Collage	Sculpture	Sketching
Year 1	Sculpture	Painting	Collage	Sketching	Printing	Printing
Year 2	Sketching	Sewing	Printing	Collage	Sculpture	Sculpture
Year 3	Painting	Sewing	Printing	Painting	Sculpture	Sketching
Year 4	Printing	Sketching	Painting	Collage	Painting	Sculpture
Year 5	Printing	Sewing	Sketching	Sewing	Sketching	Painting
Year 6	Sketching	Sculpture	Printing	Collage	Sketching	Painting

D & T	Autumn:	Spring:	Summer:
Reception	Painting	Collage	Sewing
Year 1	Sculpture	Mechanisms	Cooking
Year 2	Sewing	Mechanisms	Sculpture
Year 3	Sewing	Cooking	Mechanisms
Year 4	Cooking	Mechanisms	Sculpture
Year 5	Sculpture	Sewing	Mechanisms
Year 6	Cooking	Sculpture	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 lesson intentions linked directly to an art skill.
- Peer and teacher assessments.
- Pictures of the finished art project.
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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 art techniques and artists, developing their knowledge of world art 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 three 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.