



'Achieving Through Learning'

Art and Design Technology Policy

Art and DT Aims

At Nelson Academy, we recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. In creating a wide range of products and artwork, these skills can then transfer to other areas of the curriculum. Visual Arts and Design Technology enhance every subject area and bring learning to life. Those less confident in purely academic subjects, or with language barriers, can express themselves fully in these practical subjects. This has an impact on every member of the school community's wellbeing be it in creating or in enjoying the end product on display.

Art and Design Technology Objectives

The objectives of teaching Art in our school are:

- To introduce the children to a wide range of artists, designers and craftspeople and know about the historical and cultural development of their artwork.
- To explore a wide range of media, developing and stimulating imagination and creativity through varied art and design experiences (visual, sensory, tactile and technical).
- To provide time for making informed judgements about and critical responses to their own and others' artwork and designs.
- To develop skills in handling tools and using them effectively: becoming increasingly confident to realise their ideas in paint, sculpture, print, textiles and using technology.
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Art and Design Technology Objectives (continued)

The objectives of teaching Design Technology in our school are:

- To describe and evaluate a range of products, in order to use them as inspiration for their work.
- To develop skills in handling and using a range of tools to make prototypes and products using construction materials, ingredients and textiles.
- To expand technical knowledge to allow for success and growing resilience in dealing with problems.

Implementation:

In line with the National Curriculum for Art and DT, and our EMAT curriculum for Art, children in both key stages are given opportunities to develop a wide range of art and design skills and techniques.

Artwork, Artists and Craftspeople are introduced at the start of each unit of work and are revisited and contrasted with others as the children progress through their primary school years. This builds an understanding of many art forms and forms an ability to comment on art made for a range of purposes and in a range of styles.

In Design and Technology, children follow design, make, assess/ evaluate format in creating a range of products each year. This allows them to have at least one food, one construction and one textile experience per year. These are usually linked to class topics and provide meaningful purpose for their work e.g. food linked to a religious celebration, functioning models linked to transport or textiles linked to a period in history e.g. a freedom quilt.

Class teachers ensure there is good coverage of Art and DT skill/ subject teaching, sometimes blocking units to allow for a concentrated period on one product/ piece of art. A progression of skills document is provided to ensure skills are built on year by year.

Inclusion:

Children with higher level additional needs are given extra support in using tools and materials with 1:1 teaching assistants where possible. Extra sensory opportunities and the chance to explore media are given to support work across the curriculum through each child's NAPs - e.g. using playdough to make letters. In addition to this, a small group from Key Stage 1 and 2 are given a special project to work on with support, linked to season or a special event in school (e.g. Christmas display project). Children for this group are selected from the lower 20% of achievers on pupil asset and in discussion with class teachers.

Extra Curricular Art and DT:

Extra curricular clubs that cover arts and DT are offered throughout the year. In these clubs, children with particular interest or flair are given further opportunities to develop skills and try out new techniques. Enjoyment in these sessions is often shared in exhibitions and displays for the wider community.

Curriculum planning:

Art: Children in both Key Stages follow our EMAT Art Curriculum, covering a rich and diverse breadth of art, artists and art movements. Throughout the years, skills in colour, line, pattern, form, texture and space in both discrete and cross-curricular lessons. The curriculum document suggests artworks and artists to introduce in each year group – these are linked to other years and ensure learning is revisited and embedded. There is challenge in the introduction of technical vocabulary which is set out in Knowledge organisers for each unit.

Design and Technology: Cross Curricular opportunities for DT DMA projects covering three strands: food technology, construction and textiles, are provided at least once per school year in each area. Some of these projects are covered in reading café sessions and some are blocked on special days to allow more time at once to complete work.

All Art and DT lessons are evidenced in Class Sketchbooks to allow for adaptation where needed. As we have, this year, taken on the new EMAT curriculum, we are gathering evidence of impact through a collection of photos, pupil voice and class sketchbooks.

The Early Years Foundation Stage:

Please see the Early Years Framework

Assessment and Coverage:

Each full term, teachers record their assessment of each child's Art achievements on Pupil asset. From here, the Art SL assesses those with difficulty and those who show above average skill and works with teachers to find ways to support and encourage these children.

Class Sketchbooks (or Arts Books) are kept by each class teacher from Nursery through to Year 6, and act a record of all Arts and DT based learning their class

has covered. These books are also used to assess coverage and find any gaps in order to support staff and provide CDP if needed.

Resources:

As well as each class having their own resources for general art work (cross curricular work) our academy has a central store for more specialised tools and equipment (print making, drawing, sculpture and textiles and a secure DT cupboard, holding tools such as needles, craft knives and glue guns. Although we do not have our own kiln, we have the ability to hire kiln space to fire children's clay work through a local company in Downham Market.

Children in Key Stage 2 all have individual A4 sketchbooks, allowing them to record observations, design ideas and practise work before completing a final task.

Artsmark, NNOS and DT events:

Artsmark – Nelson Academy has recently achieved our silver award. We are now building on this success by working on targets set in our Artsmark feedback, e.g. embedding good practice and working with outside Arts agencies to provide the children with even more opportunities for engaging in arts in the world around them.

Annually we take part in Norfolk and Norwich Open Studios – producing work for exhibition on a large scale for public view. Building on several years of doing this independently, we recently have started working in collaboration with other EMAT schools.

Working with Artists, Outside Agencies and Places of interest

Throughout their time at Nelson Academy, children are given real and meaningful Art and Design experiences: working with artists, visiting places of interest (e.g. galleries and museums) and collaborating in work for exhibition. These prepare them for life long appreciation of the Arts and skills to apply in many jobs and vocations.