



Onslow Infant School

Art and DT Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This policy should be read alongside our Learning & Teaching, Marking, Assessment and Reporting Children's Achievement Policies

Policy Review

This Policy was adopted December 2020
The Policy will be reviewed in December 2023

Introduction

Art

At Onslow Infant School our art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want pupils to develop an enthusiastic and confident approach to art and to know that the knowledge and skills they have gained, and artwork they have produced, are valued and celebrated by the whole school community.

DT

DT is an inspiring, rigorous and practical subject. Through DT children can begin to develop critical skills necessary for tomorrow's rapidly changing world. Using creativity and imagination pupils design and make products that solve real life and relevant problems both individually and as part of a team. At Onslow Infant School we aim for pupils to find enjoyment, satisfaction and purpose through the designing, making and evaluation processes. Pupils will be taught technical knowledge and will apply cross-curricular skills from maths, science and computing.

We recognise and celebrate the fact that both art and DT play a vital role in developing a range of transferable skills, including helping pupils to develop their self-expression, imagination, critical thinking and communication skills. We also recognise the importance of these subjects to building self-esteem and confidence.

Aims and Objectives

We will follow the new statutory framework for the early years foundation stage 'Expressive Arts and Design: Creating with Materials' requirements which involves safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories. Children will also follow the 'Fine Motor Skills' requirements which involve using the tripod grip when holding a pencil, using a range of small tools, including scissors and paintbrushes and beginning to show accuracy and care when drawing.

We will follow the National Curriculum for art ensuring that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, 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 forms.

Specifically, in Key Stage 1 Pupils are 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.

We will follow the National Curriculum for DT ensuring that all pupils:

- Develop the 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.

Specifically, in Key Stage 1 Pupils are taught to:

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 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.

Teaching and Learning at Onslow

As a school we have decided that Art and DT will be taught most effectively in the following ways:

- Children should be provided with opportunities to observe, and experience, a wide variety of mediums and resources alongside learning a variety of skills and techniques.
- Children will have access to art and DT resources in continuous provision both indoors and outdoors thereby allowing them to continuously experiment and express themselves. A woodwork bench is available for children to access in the Year 1 outdoor continuous provision area and we encourage children to develop their own ideas and consolidate their learning.
- There should be a good balance between 2D and 3D work.
- There should be opportunities to work individually and as part of a group.
- Art and DT is linked to topic work whenever appropriate and cross curricular links are made.
- Children should have the opportunity to study and discuss the work of a wide variety of artists.
- Displays will celebrate children's work.

- Children should be encouraged to discuss, evaluate and review their work and appreciate the work of others.
- Our timetabling of art and DT activities will be flexible and time allocation for each session will reflect the task.
- Computing will be used when appropriate.
- In the Early Years children will be learning, practising and consolidating a variety of skills. They will be encouraged to evaluate, comment on and discuss their work and adapt it if necessary. Children will work on art skills and tasks in both teacher directed and independent tasks.
- During our creative arts week children become immersed in art, DT and musical activities. We invite professional practitioners to run workshops and we run whole school projects, often combining year groups.
- Each half term Key Stage 1 classes hold a WOW day linked to their topic. During these days children take part in a range of creative activities.
- Wherever possible we invite specialists in to share their knowledge and inspire children. For example, lecturers and students from the local University for Creative Arts ran workshops during our last creative arts week and the University of Surrey Robotics department visited Year 2.

Assessment

Children in the Early Years Foundation Stage are assessed through the EYFS profile. Teachers will indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels (emerging) against the 'Creating with Materials' Early Learning Goal. Each child from year 1 has an art sketch book which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. A selection of sketchbooks from each year group is monitored throughout the year in the form of a book scrutiny alongside other pieces of artwork and DT products. Pupils undertake self and peer evaluation of work and receive formative feedback from their teachers. At three points during the year summative assessments are made about each child's achievements.

Inclusion

We will ensure the inclusion of all children including those with special educational needs and disabilities (SEND), children from disadvantaged backgrounds and children who come from a family where English is an additional language (EAL). Each child will have equal access to these subjects and teachers will work with the Inclusion Manager to ensure all reasonable adjustments are made to promote equality of opportunity. This could include

- Allocated adult support
- Providing alternative or adapted activities for pupils who are unable to manipulate tools, equipment or material or who may be allergic to certain types of materials.
- Adjusted objectives to support individual and specific needs

Health and Safety

Teachers should take account of Health and Safety, be aware of the range of activities in their classrooms and instil in pupils the need to work safely at all times. Risk assessments will be completed if necessary.