



## Health and Safety

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to the school's guidelines, and will be aware of the school's Health and Safety policy.

Particular care needs to be taken with following:

- ◇ Plaster of Paris. Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture. However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning. When mixing the plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear Nitrile (non-allergenic) gloves. This process should be used only with adult supervision. Plaster of Paris is of course used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.
- ◇ The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.
- ◇ Craft knives, saws and other sharp tools. The school will make a risk assessment of the above tools and advise on the way they may be used. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures or products. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance.
- ◇ Cooking using oven and hob surfaces. The school will make a risk assessment of the above appliances and advise on the way they may be used for food technology. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance.
- ◇ Food Hygiene. Children will be supervised and taught the basics of food hygiene within a topic. This should be with adult supervision and in line with the Hertfordshire Health and Safety Guidance.

## Review procedures

- The school's art policy will be reviewed when:
  - Two years has elapsed; or
  - There has been a significant change in staff or pupil intake
  - There have been changes in National Curriculum requirements
  - New information has been made available affecting an aspect of the policy: health and safety, for example

## Policy Review

This policy will be reviewed in full by the Governing Body bi-annually. This policy was last reviewed in autumn 2014 and agreed by the Governing Body. It is due for review in autumn 2018.

Signature .....(Head Teacher)                      Date .....

Signature .....(Chair of Governors)                      Date .....

## Alban Wood Primary School – Art and Design and Technology Policy

### Rationale

At Alban Wood Primary School we aim to provide a teaching environment conducive for learning for all pupils. Each pupil is valued, respected and challenged regardless of their ability, race, gender, religion, social background, culture or disability.

High expectations are set so that learning objectives and activities are challenging, but extra support is given to any pupil who needs it to enable them access to art and design and technology. Teaching styles are varied to encourage maximum participation by all pupils.

### Aims and Objectives

- The school believes that art & design and technology is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.
- The school's aim is to provide an art & design and technology curriculum which will enable each child to reach their full potential in learning in art & design and technology, through investigating and making, through research and the development of skills and through their evaluation of their own outcomes and those made by others.

## Curriculum content and planning

The school plans a range of activities in art and design and technology which provides opportunities, as required by the National Curriculum, for pupils to:

### Art and Design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.

They will achieve this through developing an understanding of the use of the eight art elements as outlined in the National Curriculum: line and shape; colour and tone; pattern and texture; form and space.

### Design and Technology

#### 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.

## Whole School Approach

- ◇ No rubbers are to be used during Art sessions.
- ◇ Only HB and 2B sketching pencils will be used.
- ◇ A colour wheel is to be produced by each child and attached into the front of the sketch book every academic year.
- ◇ Key Stage 1 and 2 will use paper plates and trays for colour mixing.
- ◇ EYFS will use a range of paints (poster, powder) and colours.
- ◇ Key Stage 1 and 2 will use only primary coloured poster paint and white for Art sessions.
- ◇ A range of colours of poster paint will be available for events such as fairs or large scaled projects which may not be linked to an Art session.
- ◇ Sketch books will be used for on-going learning within Art and DT. Final pieces will be produced on cartridge paper with a photo being put in the sketch books along with the evaluation.

## Funding

Management for the funding for art & design and technology is the responsibility of the creative arts team, in consultation with the head teacher and other colleagues. Monitoring will take place to enable planning for the routine replacement of equipment of materials and for the acquisition and development of art & design and technology resources.

## Display and presentation

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

Display will include both classroom displays, and our Main art gallery in our reception area.

Reviewed November 2016

## Progression and continuity

Progression and continuity are ensured by reference to the whole school map or scheme of work for art & design and technology, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous art & design and technology experience of their pupils.

The scheme of work will be based on the topics designed for the relevant year groups based on the curriculum for art & design and technology.

## Assessment and recording

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of year age related expectations.

Assessment relates to the learning objectives for each art & design and technology topic as outlined in the schools curriculum.

Assessment procedures can include some of the following:

- ◇ Individual art & design and technology portfolios containing selected, dated, annotated pieces
- ◇ Individual sketchbooks containing dated, annotated pieces
- ◇ A whole class discussion about work at the end of each stage of its development

Annotated recording is sufficient to note an individual's progress and to provide guidance for future learning and teaching.

## Special needs and equal opportunities

Making art & design and technology accessible for all pupils is our priority and our responsibility. Teachers are expected to provide support for those working below age related expectations and provide challenge for those working above age related expectations.

- Every child's response is unique and activities in art & design and technology are planned to allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.
- Teachers will provide instruction and guidance on technical processes to take account of individual needs.
- In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art & design and technology curriculum.

## Resources

A range of basic resources for drawing, painting and working in three-dimensions is available in each classroom and in the art & design and technology resource area. Each class will have their own bottles of poster paint of primary colours and white. They are presented in such a way that they are accessible, attractive and are maintained in good order.

Books and other visual materials to support learning about artists, designers and craftspeople are available in the classrooms and the library.

The school has a range of natural and made objects from a range of cultures for use as a stimulus for work from observation and imagination. This is supported by educators' individual collections.

When appropriate the school uses outside resources, such as gallery visits and visits to the school by artists, designers and craftspeople to support pupil's learning in art & design and technology.

## The role of the creative arts team

The creative arts team will:

### Promote art & DT

- review regularly the school's art & design and technology scheme of work and policy, to ensure that they meet the requirements of the National Curriculum, that they are accessible and familiar to all staff, and to ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.
- Be a source of reference for colleagues, and ensure that they are aware of new developments in art & design and technology.
- Keep up to date on developments in the teaching of art & design and technology and attend professional training when appropriate.
- Provide a range of high quality resources.

### Monitor

- Monitor continuity and progression in art & design and technology through monitoring of evidence in pupils books, teachers planning and analysis of data.
- Monitor the provision of resources for art & design and technology
- Have an overview of teaching art & design and technology in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

### Guide

- Lead training to support the teaching and assessment of art & design and technology: the development of a scheme of work; the development of skills; the development of an understanding of the place of art & design and technology in children's learning
- Disseminate information about current available in-service training
- Give guidance on procedures for assessment and recording consistent with the school's assessment policy.
- Support less confident colleagues.

## Resource management

Materials, equipment and resources for art & design and technology are organised to promote effective use by pupils. They are clearly marked or labeled to allow actual or visual access to the children and staff.

## Teaching

Whilst art & DT will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of art & DT.

These activities will take account of children's previous experience in art & DT.

Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.