

Beaconsfield Primary School



C.A.P.A. Policy (Creative & Practical Arts)

December 2010

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Creative and Practical Arts (CAPA) Policy

This policy reflects our school's values and philosophy in relation to the teaching and learning of Creative and Practical Arts (CAPA). It sets out a framework within which teaching staff can operate and be given guidance on planning, teaching and assessment. This policy should be read in conjunction with the International Primary Curriculum (IPC) schemes of work which set out in detail what pupils in different year groups will be taught.

At Beaconsfield Primary School we are committed to teaching and learning through a creative curriculum. We aim to provide cross-curricular learning experiences for our children to enable them to develop their skills in each subject area in a meaningful way. Creative and Practical Arts encompasses the National Curriculum subjects of both Art and Design and Design Technology. We recognise that both areas have natural links to a wide range of other subjects. It is for this reason that we teach Creative and Practical Arts in a cross curricular way through the International Primary Curriculum.

Art and Design

Aims and Objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- To develop creativity and imagination through a range of complex activities;
- To improve the children's ability to control materials, tools and techniques;
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- To develop increasing confidence in the use of visual and tactile elements and materials;
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good

examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- At times grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Using additional adults to support the work of individual children or small groups.

Art and Design Curriculum Planning

At Beaconsfield Primary we teach Art and Design through the International Primary Curriculum (IPC) which takes a cross curricular approach to all foundation subjects. The IPC schemes of work, which each year group follows in a two year cycle, make specific reference to Art and Design objectives.

The IPC units which are taught are taken from Milepost 1 (Years 1 and 2), Milepost 2 (Years 3 and 4) and Milepost 3 (Years 5 and 6). This ensures that there is an increasing challenge for the children as they move up the school, building on prior learning and developing their skills in Art and Design. Teachers are encouraged to build upon pupils' prior knowledge to ensure children of all abilities have the opportunity to develop their skills, knowledge and understanding.

There is an expectation that children will take part in Art and Design activities in each term during the school year although not necessarily on a weekly basis. Many of the IPC units include a range of activities for Art and Design. However where no Art and Design is covered in the IPC unit, class teachers are expected to adapt the scheme of work to include appropriate activities, referring to the National Curriculum objectives to ensure coverage. Teachers' medium term plans will ensure an appropriate balance and coverage throughout the course of a year.

Art and design activities are planned using the weekly IPC planning pro forma. Teachers make reference to specific Art and Design objectives and appropriate differentiation of activities on their weekly planning.

Themed weeks relating to Art and design take place periodically to promote enthusiasm for and enjoyment of Art and Design.

The Foundation Stage

We encourage creative work in Reception and Nursery as this is part of the Foundation Stage of the National Curriculum. We relate the Creative Development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We provide a rich environment in which we encourage and value creativity. Children are encouraged to use a wider range of resources in order to express their own ideas and feelings and to construct their individual response to experiences in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources,

provides open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Contribution of art and design to teaching in other curriculum areas

At Beaconsfield Primary we believe in the benefits of teaching Art and Design in a cross curricular way and encourage teachers make links between subjects wherever appropriate. We see that Art and Design can contribute to the teaching and learning of a wide range of subjects:

- Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.
- We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.
- Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.
- Spiritual, moral, social and cultural development: The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Special educational needs

At our school we teach art and design to all children, whatever their ability. Art and design forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our art and design teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning art and design. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Children are assessed against the National Curriculum attainment targets for Art and Design. We assess the children's work in art and design whilst observing them working during lessons. Teachers may note the progress made by children against the learning objectives for their lessons, but most of these observations will not be

formally recorded. The teacher makes an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the art and design areas of the newly refurbished resources room. **See Appendix A for list of resources.**

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the CAPA subject leader and the head teacher.

The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Design and Technology

Aims and Objectives

- To nurture creativity and innovation through designing and making.
- To develop the children's designing skills: generating and developing ideas, clarifying a task, creating design proposals, communicating ideas, planning and evaluating.
- To develop the children's production skills: working with materials and components, tools and processes, e.g. planning, measuring and marking out, cutting and shaping, joining and combining, finishing and evaluating.
- To develop skills by focusing on the three key elements of Materials, Mechanisms and Safety by incorporating:
 1. Focused practical tasks
 2. Product evaluation and investigation (We want children to develop awareness of the nature and application of technological products and how to evaluate fitness for purpose.)
 3. Processes of designing and making (We want children to be involved in purposeful design and make activities which result in the development of products.)
- To develop their capacity to create high quality products through combining their designing and making skills with knowledge and understanding.
- Explore values about and attitudes to the made world and how we live and work within it.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to society.
- To apply value judgments of an aesthetic, economic, moral, scientific and technical nature.
- To help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands.
- To develop the ability to identify safety hazards and risks and take appropriate action.

Teaching and Learning Style

D.T. teaching focuses on enabling children to acquire and apply knowledge and understanding of:

- Materials and components
- Mechanisms and control systems
- Structures
- Food technology
- Existing products

- Quality
- Health and safety

The learning opportunities can be divided into three main areas:

1. Investigative, disassembly and evaluative activities (IDEAs)
These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
2. Focused practical tasks (FPTs)
Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.
3. Design and make assignments (DMAs)
A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

We recognise the fact that in all classes there are children of widely different abilities in Design Technology and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty. Not all children complete all tasks.
- Providing resources of different complexity depending on the ability of the child.
- Using teaching assistants to support children individually or in groups.

Design and Technology Curriculum Planning

At Beaconsfield Primary we teach Design and Technology through the International Primary Curriculum (IPC) which takes a cross curricular approach to all foundation subjects. The IPC schemes of work, which each year group follows in a two year cycle, make specific reference to Design and Technology objectives.

The IPC units which are taught are taken from Milepost 1 (Years 1 and 2), Milepost 2 (Years 3 and 4) and Milepost 3 (Years 5 and 6). This ensures that there is an increasing challenge for the children as they move up the school, building on prior learning and developing their skills in Design and Technology. Teachers are encouraged to build upon pupils' prior knowledge to ensure children of all abilities have the opportunity to develop their skills, knowledge and understanding.

There is an expectation that children will take part in Design and Technology activities in each term during the school year. Many of the IPC units include a range of activities for Design and Technology. However where no Design and Technology is covered in the IPC unit, class teachers are expected to adapt the scheme of work to include appropriate activities, referring to the National Curriculum objectives to ensure coverage. Teachers' medium term plans will ensure an appropriate balance and coverage throughout the course of a year.

Design and Technology activities are planned using the weekly IPC planning pro forma. Teachers make reference to specific Design and Technology objectives and appropriate differentiation of activities on their weekly planning.

Themed weeks relating to Design and Technology take place periodically, often linked to other subjects such as science or numeracy, to promote enthusiasm for and enjoyment of the subject.

Foundation Stage

In Foundation Stage Design and Technology is linked with the area of learning 'Knowledge and Understanding of the World'. A safe and stimulating environment allows children to explore and experiment with a range of natural

materials. They learn to observe the features of objects and substances, recognizing differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within class and in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and solve problems. A wide range of activities take place including the use of construction toys, weaving and sewing and cooking equipment.

The contribution of Design and Technology to other subjects areas

At Beaconsfield Primary we believe in the benefits of teaching Design and Technology in a cross curricular way and encourage teachers make links between subjects wherever appropriate. We see that Design and Technology can contribute to the teaching and learning of a wide range of subjects including:

- Design and Technology has strong links with numeracy and can provide opportunities for applying mathematical skills in a practical and meaningful way. Examples include measuring, understanding shape and collecting and interpreting data.
- Design and Technology also has strong links with science and again provides opportunities for applying scientific understanding in a practical way. Examples include applying knowledge of forces such as gravity or friction and applying knowledge of micro organisms in food hygiene.
- In literacy children develop language skills through questioning, describing and explaining, presenting their own ideas using different kinds of writing suitable for different audiences. They read non-fiction texts and extract information and use correct and precise language e.g. up and down movement to describe a moving picture.
- Design and technology also provides opportunities to apply art and design skills such as investigating texture and colour or recording visual information.

Teaching Design Technology to children with special needs

At our school we teach Design and Technology to all children, whatever their ability. Design and Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Design and Technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Gifted and talented children are kept engaged and challenged by the work set. They may be required to extend their design skills to include research into wider issues and considerations such as conflicts of interest and costing for children in Key Stage 2 or, adapting/improving the details of appearance, function and accuracy.

Assessment and Recording

Children are assessed against the National Curriculum attainment targets for Design and Technology. This assessment will be based on observation, questioning, assessment of their written work in their IPC books and of their completed assignments. Teachers may take digital photos of children's completed tasks as evidence of their work. Teachers may note the progress made by children against the learning objectives for their lessons, but most of these observations will not be formally recorded. The teacher makes an annual assessment of progress for each

child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Resources

We have a wide range of resources to support the teaching of Design and Technology across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Design and Technology areas of the newly refurbished resources room. **See Appendix B for a list of resources.**

Health and safety

All subjects are taught with reference to the school Health and Safety policy. Risk assessments are carried out as appropriate by the class teacher.

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- All jewellery should be removed and hair tied back.

Glue Guns

- Children should use low temperature glue guns under supervision in a designated work area, wearing safety goggles.

Craft Knives

- Children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

Sawing

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the CAPA subject leader and the head teacher. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Appendix A – Art and Design Resources

Resources Room

- Selection of art books kept on top of the resource drawers
- Glitter
- Collage equipment and Sequins
- Disposable Aprons
- Glue Pots
- Collage Material
- Crayons
- Paint brushes and pots
- Finger Paint and Beads
- Plasticine
- Paste Powder
- Print Blocks and Ink
- Charcoal and Fabric Sticks
- Paint
- Paint Blocks
- Modroc
- Pipe Cleaners
- Pen sets and Ink
- Printing and Modelling tools

- **Large selection of coloured paper in wooden drawers in resources room and in drawers along the main corridor.**

Appendix B - Design and Technology Resources

- All cooking equipment is kept in the science room.

Resources Room

Cupboard 1 - Textiles

At the top:

- Weaving Equipment
- Weaving Looms
- Buttons
- Pins
- Beads

In the drawers:

- Scissors
- Fastenings
- Knitting needles
- Needles
- Coloured Straw
- Embroidery Thread
- Lace and Elastic
- Cotton Reels
- Beads
- Buttons
- Eyes for puppets
- Cutters
- Velcro
- Pipe Cleaners
- Feathers
- Fabric Paint
- Dye Sticks
- Iron on transfers
- Fixative and Sponges
- Cotton Wool
- Sequins
- Puppets

Cupboard 2 - Construction

At the top:

- Modelling Clay
- Modelling Boards
- Polystyrene Printing Tiles
- Art Straws

In the drawers:

- Coloured Rods
- Match Sticks
- Bottle Tops
- Modelling Tools
- Lollypop Sticks (Small)
- Lollypop Sticks (Large)
- Motors
- Cardboard Triangles

- Cardboard Levers
- Cardboard Wheels
- Jointers
- Corks
- Levers
- Zip Ties
- Chassis Packs
- Measuring Boards
- Cutting Boards
- Coloured Tape
- Bulbs
- Crocodile Clips and Wire
- Straws (Large)
- Straws (Small)

Cupboard 3 - Tools

At the top:

- Bench Hooks
- Screwdrivers
- Drills
- Wire
- Bearing Blocks
- Glue Sticks and Stands
- Cutting Boards

In the drawers:

- Nails and Screws (x3 drawers of different types)
- Hand Tools
- Wire
- Drill Bits
- Sandpaper
- Rubber Tubing
- Saws
- Hacksaws
- Hammers and Drills
- Glue Guns
- Various Tools
- Safety Glasses
- Syringes
- Metal safety rules

Cupboard 4 - Construction and Gears

- Toys
- Gears
- Lego

Cupboard 5 - Collage

- Thread
- Off Cuts (A wide selection of materials)
- Collage Trays
- Pipe Cleaners

Cupboard 6 - Large Materials

- Binka

- Cotton
- Felt
- Hessian
- Netting
- Silks
- Leather
- Large Cotton
- Dipryl
- Fintex
- Calico

On top of cupboards (In labelled cardboard boxes):

- Pre-punched cardboard boxes for cams
- Artificial grass
- Tubes
- Examples of axles
- Wheels and axles
- Structures box
- Moving Monsters (old Y3 QCA unit)
- Torches (old Y4 QCA unit)
- Moving Toys (old Y5 QCA unit)
- 2x Fairgrounds boxes (old Y6 QCA unit)
- Wide range of DT books

On floor next to cupboards:

- Box of chicken wire
- Box of dowelling