

# Beaconsfield Primary School

'Shining a Light on Learning'



B - Belief

P - Perseverance

S - Success

Creative and Practical Arts Policy

December 2015

Review date: December 2018

# Beaconsfield Primary School

## 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 National Curriculum 2014 and the schemes of work agreed for each year group.

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 Art and Design and Technology projects link to the current curriculum topics.

# 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 ensure all pupils: (National Curriculum 2014)

- 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 designer, and understand the historical and cultural development of their art forms.

## 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 National Curriculum and the schemes of work for each year group make specific reference to the Art and Design objectives of the relevant Key Stage . 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. Schemes of work have also been developed in accordance with topics from other subjects to promote a cross-curricular approach to learning.

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. Class teachers may choose to teach Art and Design in a block of lessons to work on larger projects, so long as they are providing the required quota of time to this subject.

Medium term plans will ensure an appropriate balance and coverage throughout the course of a year and daily plans make reference to specific skills and differentiation.

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 Early Years Foundation Stage Framework. We relate planning and provision to the age-related expectations outlined in the 'Expressive Arts & Design' and work towards most children being able to achieve an Early Learning Goal in both 'Exploring Media & Materials' and 'Being Imaginative'.

We provide a rich environment in which we encourage and value creativity. Children are encouraged to use a wider range of resources and media 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. Please see the EYFS policy for more details.

### **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.

### **Inclusion**

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 criteria.

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender. 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.

### **Home/School Links**

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This includes helping the child with any research or homework which may be set. Parents and Carers may also be asked to send in artefacts or share their specialised skills with pupils.

### **Assessment and Recording**

Pupils' work in Art and Design is assessed against the National Curriculum attainment targets for the subject. Staff will evaluate lessons based on their observations of pupils and mark pieces of work in their exercise books and take photos of larger projects to monitor pupil progress, including next steps to influence future learning and develop skills.

Teachers make 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 materials and equipment in the Art and Design areas of the resources room. *(See Appendix A)*

### **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 Art and Design subject leader and the Senior Leadership Team.

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

The aims of Design and Technology are to ensure all pupils: (National Curriculum 2014)

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing 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.

## Teaching and Learning Style

The teaching of Design and Technology 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

Subject content includes:

- **Designing**  
(including the exploration existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment).
- **Making**  
(focused practical tasks provide opportunities to learn and practice particular skills and knowledge).
- **Evaluating**  
(Evaluating their ideas and products against their own design criteria and considering the views of others to improve their work. At Key Stage 2 the children will also be thinking about key events in Design and Technology have helped shape the world).
- **Technical Knowledge (Key Stage 2 only)**



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 National Curriculum and the schemes of work for each year group make specific reference to the Design and Technology objectives of the relevant Key Stage . 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. Schemes of work have also been developed in accordance with topics from other subjects to promote a cross-curricular approach to learning.

There is an expectation that children will take part in Design and Technology activities in each term during the school year although not necessarily on a weekly basis. Class teachers may choose to teach Design and Technology in a block of lessons to work on larger projects, so long as they are providing the required quota of time to this subject.

Teachers' medium term plans will ensure an appropriate balance and coverage throughout the course of a year and daily plans make reference to specific skills and differentiation.

Themed weeks relating to Design and Technology take place periodically to promote enthusiasm for and enjoyment of the subject.

### **The Foundation Stage**

In Foundation Stage Design and Technology is linked with the area of learning 'Expressive Arts and Design'. A safe and stimulating environment allows children to explore and experiment with a range of materials. 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. Please see the EYFS policy for more details.

### **The contribution of Design and Technology to other subject 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 maths 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 English 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.

### **Inclusion**

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.

Children working above the expected level 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.

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, religion, language or gender.

### **Home/School Links**

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This includes helping the child with any research or homework, which may be set. Parents and Carers may also be asked to send in artefacts or share their specialised skills with pupils.

### **Assessment and Recording**

Pupils' work in Design and Technology is assessed against the National Curriculum attainment targets for the subject. Staff will evaluate lessons based on their observations of pupils and mark pieces of work in their exercise books and take photos of larger projects to monitor pupil progress, including next steps to influence future learning and develop skills.

Teachers make 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 resources room.

### **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 jewelry 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 Design and Technology 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.