Learning Together For A Better World

Art and Design and Design and Technology Policy

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Intent

Our approach to teaching Art and Design and Design and Technology is as discrete subjects, but links are made to our topic-based learning, which is known as CCC (Curiosity, Challenge, Creativity). The CCC approach to learning, which is based around a Big Question, allows pupils to utilise their creative skills alongside developing curiosity and challenge.

At Combe CofE Primary School, we want all pupils to be artists who have:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

We want all pupils to be designers who have:

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Implementation

At Combe CofE Primary School we deliver Art and Design and Design and Technology as discrete subjects, where possible linked to our topic-based learning (CCC). Due to our mixed age classes, each area of the curriculum is mapped over a two-year cycle and each national curriculum objective is matched one or more of our Big Questions. Some areas of the curriculum are visited more than once, but skills and knowledge are built upon in order to consolidate and extend pupil's understanding.

When constructing the curriculum, consideration was given to ensure an ambitious curriculum with the knowledge and cultural capital pupils need to succeed in life. Within the boundaries of the National Curriculum, artists and designers have been chosen to represent the diverse word in which we live.

Art and Design lessons include opportunities to:

- Develop ideas
- Paint
- Collage
- Sculpt
- Draw
- Print
- Digital media
- Take inspiration from the greats

Design and Technology lessons include opportunities to:

- Work with food
- Work with materials
- Work with electricals and electronics
- Work with computing
- Work with construction
- Work with mechanics
- Design, make, evaluate and improve

Impact

Pupils will develop the art, design and technology knowledge and skills to help them express themselves and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them for secondary education and further study.

Assessment in art and design and design and technology takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards' and 'expected'. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Headteacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.