



Art and Design Technology Subject Statement

It is our intention to help children develop skills and knowledge that will enable them to confidently express themselves through Art and be effective users within Design Technology.

'Art and Design allows pupils to develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes.'

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Purpose of this statement:

- ◆ To establish an entitlement for all pupils in the subject of Art and Design Technology;
- ◆ To establish expectations for teachers and pupils
- ◆ To promote continuity and coherence across the school;
- ◆ To promote a shared understanding of Art and Design Technology, within the community;
- ◆ To explain how Art and Design Technology is taught in Buckden CE School
- ◆ To give further guidance about Art and Design Technology

Entitlement:

All pupils, appropriate to their ability, have the entitlement to:

- ◆ Assess a range of mediums that allow them to express themselves.
- ◆ Express opinions about an artist's, their own or others' work.
- ◆ Use information to develop their own ideas.
- ◆ Explore ideas, assess and evaluate visual information including the use of images and artefacts.
- ◆ Assess and engage with their own learning.

Time Allocation

All classes have access to Art and Design Technology resources so that it is possible for all pupils to enjoy a wide range of learning experiences using a variety of mediums. In order to provide the effective teaching an hour a week should be allocated to teaching Art or Design Technology.

Teaching and Learning

Art and Design Technology is incorporated into the Topic lessons that link with a variety of areas within the curriculum. Lessons should allow the children to be taught specific skills and gain confidence which in turn allows them to put these skills into practice during a final piece.

The main areas covered, in Art, are: Colour, Texture, Tone, Form & Space, Pattern and Line & Shape.

The main areas covered, in DT, are: Electrical systems, Food, Mechanics, Structures and Textiles.

Planning, Assessment and Marking

These are carried out in line with the School's Planning, Assessment and Quality Marking and Feedback policies.

Resources

We have a range of resources. Art resources are mostly based in the Art Bay and are accessible to both children and adults. Design Technology also has a specific area in which a range of resources are stored.

EYFS

Art and Design Technology is covered in the specific area Expressive Arts and Design. The Exploring and Using Media and Materials section and Being Imaginative section in Development Matters and the Early Learning Goal detail what a child is to learn, what adults can do to support this learning and how to enable the environment to achieve this. The Physical Development, Moving and Handling statements underpin success in this subject. Additionally, topics taught and continuous provision planning identify opportunities to directly teach specific art and design technology skills.

British Values

Though art pupils learn not only to be able to develop higher order visual literacy skills but to encompass all areas of the curriculum from numeracy and literacy, through to social and cultural awareness. It is not just about if you can paint or draw but about understanding what you see, how you communicate your ideas and develop your logical processes by thinking outside the box in a creative and imaginative way. We encourage children to have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic activities. By giving our children a range of resources, artefacts and photos they are able to understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

Review

This statement will be reviewed regularly in order to reflect current trends and practice.

Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.
- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.
- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).
- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.
- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.
- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.
- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.
- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.
- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.