



Policy Document Title:	Art and DT Policy
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Philosophy

Art and DT are an essential feature of a broad and balanced curriculum. They offer possibilities for individual expression and interpretation of the pupil's world as well as opportunities for the development of skills, the enhancement of perceptions and growth. It is about discovery, pleasure, handling materials, dealing with emotions and developing creative thought. Art and DT activities enhance whole school curriculum.

Spiritual, Moral, Social and Cultural Development

The Art and DT Curriculum will provide opportunities for pupils to:

- Explore and appreciate a wide range of cultural influences which have been important to our heritage i.e. visits to National Galleries
- Participate in, and respond to artistic and creative experiences
- Learn about and respect cultural diversity, studying the art of different cultures i.e. African Art
- Work together and with people from the wider community in creative activities i.e. ceramics enrichment
- Use imagination and creativity in learning
- Reflect on their experiences.

Aims and Objectives

The Art and DT Curriculum aims to provide the pupil with a wide, balanced and differentiated programme of art, craft and design activities, which builds on previous experiences and achievement based upon the following criteria:

1. To promote art and DT in a variety of genres, products and styles including the local ethos and the wider world community.
2. To cater for the individual pupil needs so as to achieve success at the appropriate level within the National Curriculum.
3. To provide and develop as many relevant experiences and resources to dovetail with the degrees of vision (if any) or other relevant visual experiences.

4. To develop skills of composition and visual expression (where practical) through the stimulation of observation, perception, imagination, selection and interpretation.
5. To work in two and three dimensions and on a variety of scales whilst increasing the pupils awareness of colour, texture, pattern, shape and line.
6. To develop practical and manipulative skills and an understanding of different forms of media, technique and expertise in the use of materials and working processes.
7. To develop an understanding and appreciation of the work or products created by individuals, artistic groups, movements and industries past and present. To have an awareness of the environment through personal experience and practical application.
8. To promote evaluation of own and others work.
9. To make appropriate use of information technology in both curriculum areas.
10. To develop an awareness of the inter-relationship between art and DT and other areas of the curriculum.

Differentiations for Levels of Ability

- Primary art/DT will be taught in class groups.
- Pupils in years 7-9 maybe be taught in groups
- Pupils 16+ may participate in Creative Art Lessons.
- Pupils follow a broad balanced art/DT curriculum where the structure:
 1. Matches the pupil task.
 2. Develops skill and manual dexterity levels.
 3. Develops knowledge of materials and simple production processes to encourage pupils to make practical decisions.
 4. Encourages pupils to understand cultural influences and local customs and their impact in both DT and art.
 5. Apply their knowledge and understanding and then reflect critically when evaluating outcomes.
 6. Show an awareness of health and safety.
 7. To understand that art and DT has aesthetic, environmental, technical, economic, ethical and social dimensions that impact on the world.

Classroom Approaches

The classroom approach is based on:

STVIN/POLDOC/ART&DT

- Encouragement of pupils to be interested in both subjects.
- Providing suitable experiences where pupils are encouraged to explore new ideas.
- Exposition by the teacher:
 - a. To a small teaching group
 - b. To an individual pupil.
- High level of specialist LSA support for pupils.
- Encourage a relaxed teaching environment in which all participants can experience its various forms of investigating and making, using a wide variety of materials and techniques.

Teaching Methods

- Forward planning is very important, particularly when resource materials and equipment will be necessary.
- The physical location and safety of the pupil within the classroom environment is important e.g. a partially sighted pupil may require the light box or additional lighting.
- “Hands on” experience is preferred whenever possible.
- More discussion time relating to topics and processes required by those pupils with little if any visual experiences.
- To enable the pupils to fully take part in all aspects of the art/DT curriculum, a wide range of equipment will be required to ensure adequate completion of the tasks.
- Wherever possible examples of ‘starting points’ should be provided, particularly when dealing with three-dimensional forms.
- Design and Technology will be developed and utilised when the production of three dimensional forms in plastics and wood and the use of other cutting equipment as required.
- Resource material or development points may require the use of reprographics equipment (photocopying, Minoltas) library, Braille, IT or Internet, together with reference material from outside sources, and the use of LVA’s and CCTV together with word processing packages.
- Examples of different types and styles of work from both subjects should be displayed in the art/DT room and around the building.

Progression

1. Because of individual differences in visual acuity, manual dexterity and individual talents, pupils will achieve certain objectives at different times and with different degrees of competence.
2. Progression through the curriculum will aim to ensure that skills, understanding and experiences are developed steadily and sequentially and that targets set are realistic, appropriate and achievable.

Assessment and Evaluation Procedures

1. Art is not taken as an end of year examination.
2. Assessment of pupils work appraises:
 - a. Technical/expressive skills
 - b. Development of ideas
 - c. Use of tools/equipment
3. Each groups' work is evaluated by the teacher and recorded, checking if objectives have been met. The evaluation informs future planning and pupil targets.
4. Pupils are encouraged to make a self-evaluation at the end of each set of work.
5. Samples of the pupils' work together with photographs maybe kept in an Intranet portfolio, sketchbook or investigation box.

Visual Impairment – Special Educational Needs

- Depending on the visual impairment, the blind or partially sighted pupil may have had a more restricted range of experiences than a fully sighted pupil, and may then have problems in acquiring concepts and understanding. The pupils may require a great deal of concrete experiences if they are to understand concepts that a fully sighted pupil learns incidentally.
- Lack of visual experiences may impede conceptual development, in all forms of the subject, colour, pattern, shape, form and line are all visual experiences which may have had little or no concept development and will need to be taught in some part to acquire the desired level of development.
- The totally blind pupil will lack most of the above experiences and may well have spatial orientation problems or in some cases problems with manual dexterity which will limit some of the more basic skills and the use of certain materials and mediums.
- Wherever possible, tactile and visual experiences should be provided to the pupil by use of examples of form, texture, pattern etc. to try to offset the lack of visual development in this area.

Disability Specific Skills

- An ability to listen and to follow instructions must be established because the visually impaired pupil will not "learn" incidentally.

- Self-organisation skills will need to be taught in order to promote independence, and an efficient use of time.
- Equipment and tools used for different processes must be systematically introduced.
- Methods of development within a given topic should be taught in a systematic way.
- The level of accuracy in most mediums, i.e. drawing and painting will vary according to the pupil's level of vision and manual dexterity, their ability within the subject and the mediums used.
- The planning, resourcing, and production of any given piece of work, either two-dimensional or three-dimensional will vary tremendously in the amount of time taken for completion, and adequate provision **MUST** be given.

Manual Dexterity

- The visually impaired are considerably poorer in motor function/skills than their fully sighted peers, the partially sighted are nearer to the blind in their function than to the fully sighted.
- Fine motor skills are crucial for the successful completion of most activities, these include the following:
 1. Picking up small objects, pencils, crayons, rubbers
 2. Use of tools
 3. Use of stencils – holding still while drawing within
 4. Use of templates – holding still while drawing round
 5. Use of rulers – holding still while drawing and lining up
 6. Use with substances such as clay, plaster, resin, where kneading, rolling and pouring are requirements
 7. Use of vacuum moulder

Cross Curricular Links

Art and DT has cross-curricular links with all subject areas. Opportunities for wider links and project based learning will be encouraged, developed and supported through flexible planning.