SPRINGFIELD HOUSE SCHOOL ART & DESIGN POLICY

Why do we teach design and technology at Springfield House School?

Design and technology is required to be taught in all schools. It is an inspiring and practical subject in which children can use their creativity and imagination to design and make useful products. Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world. It relates to and draws on other subjects such as mathematics, science, computing and art.
Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable adults.

What are our aims in teaching design and technology?

It is our aim for children to:

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

How do we plan and teach the design and technology curriculum?

- Planning is the responsibility of the class teacher. Support where needed will be provided by the art and design co-ordinator.
- Opportunities for cross-curricular links will be identified by the teacher and planned through the Imaginative Learning Grids (ILP's).
- The content of each topic area is adapted and differentiated to meet the needs of individuals or groups of pupils.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing and making products.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users which are fit for design and aimed at particular individuals
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

How do we assess and respond to work?

Evidence of the children's work will be in their topic books with photographs taken of 3D work. The levels the children have achieved in each area will be recorded by the class teacher

The role of the design and technology Co-ordinator.

The art and design co-ordinator is responsible for the development and monitoring of the art and design curriculum. He/she is responsible for updating the school's policy as required.

The co-ordinator is also responsible for the management of changes in the curriculum and resources. He/she will be involved in class teachers' planning and will provide any necessary support. Wherever possible, time will be made available to allow the co-ordinator opportunity to visit classes to monitor and support.

The co-ordinator will be responsible for the provision and management of general equipment and materials. It is the responsibility of each class teacher to request any specific materials at the beginning of each term.

Reviewed	January 2017
Agreed by governors	April 2017
Next review:	January 2019