



NORTH WEST LONDON JEWISH DAY SCHOOL

ART AND DESIGN TECHNOLOGY POLICY

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School Vision – Art and Design Technology at NWLJDS

At North West London Jewish Day School, Art and Design Technology are inspiring, practical and creative subjects that enable pupils to become confident artists, designers, makers and innovative thinkers. Through engaging, hands-on experiences, pupils are encouraged to express themselves creatively, solve problems, develop technical skills and explore the world around them.

In line with the National Curriculum, pupils develop knowledge, skills and understanding through drawing, painting, sculpture, textiles, construction, mechanisms, food technology and digital design. Pupils are encouraged to experiment, take risks, reflect on their work and develop resilience and independence.

Our vision is to provide a rich, engaging and purposeful curriculum that:

- Develops resilient, reflective and independent learners
- Encourages creativity, curiosity and innovation
- Builds practical life skills relevant to modern society
- Promotes collaboration, responsibility and respect
- Enables pupils to communicate ideas visually, creatively and practically
- Encourages appreciation of artists, designers, engineers, architects and craftspeople from different cultures and historical periods

As a Jewish school, we provide meaningful opportunities for pupils to explore links between Art, Design Technology and Jewish life, traditions and values where appropriate.

Examples include:

- Designing and making linked to festivals (e.g. Chanukiyot for Chanukah, succah models for Sukkot)
- Jewish art inspired by patterns, symbolism and Hebrew calligraphy
- Cooking linked to Shabbat and festivals (e.g. challah, cheesecake for Shavuot)
- Artwork inspired by Jewish artists and traditions

We aim for all pupils to:

- Develop creative, technical and practical expertise needed for everyday life
- Produce imaginative and high-quality artwork and products
- Explore and experiment with a range of materials, tools and techniques
- Evaluate and improve their work through reflection and feedback
- Develop confidence in expressing ideas visually and practically
- Understand nutrition and healthy lifestyles
- Appreciate and learn about significant artists, designers, engineers and inventors

Intent, Implementation and Impact

Intent

At NWLJDS, our intent is to provide a high-quality Art and Design Technology curriculum that develops creativity, technical knowledge, practical skills and artistic expression.

We aim to inspire pupils through engaging and meaningful experiences which encourage imagination, experimentation, problem-solving and innovation. Pupils develop confidence in drawing, painting, sculpture, construction, textiles, mechanisms, cooking and evaluation whilst learning about artists, designers and inventors from different cultures and historical periods.

Implementation

Art and Design Technology are taught through a structured, progressive curriculum rooted in hands-on learning and linked to real-life contexts and cross-curricular topics.

Pupils are given opportunities to:

- Explore and experiment with a range of materials and techniques
- Develop observational and creative drawing skills
- Design, make and evaluate products and artwork
- Study and respond to the work of artists, designers, architects and engineers
- Build technical vocabulary and subject-specific knowledge
- Reflect on and improve their work through evaluation and discussion

Both subjects follow clear progression frameworks which ensure that pupils build knowledge and skills systematically from EYFS to Year 6.

Impact

Pupils leave NWLJDS with the skills, knowledge and confidence to create, design, evaluate and communicate ideas effectively.

They demonstrate:

- Creativity and originality
- Technical and practical competence
- Resilience and independence
- Increasing mastery of artistic and design techniques
- The ability to reflect critically on their own work and the work of others
- Enthusiasm and enjoyment for creative learning

Pupils are well-prepared for the next stage of their education and develop an appreciation for creativity, innovation and the visual world around them.

Overview of Curriculum

Our Art and Design Technology curriculum is structured through a topic-based, progressive model, ensuring clear development of skills across the school.

Art and Design

The Art curriculum is underpinned by the following key areas:

- Drawing
- Painting
- Colour
- Line
- Tone
- Pattern
- Sculpture
- Printing and mixed media

The curriculum is carefully sequenced using our Art Progression and Skills Framework, ensuring that pupils build skills progressively from EYFS through to Year 6.

Pupils explore:

- Observational drawing
- Perspective and proportion
- Painting techniques and colour mixing
- Texture and pattern
- Sculpture and 3D art
- Mixed media and collage
- The work of significant artists and designers

Sketchbooks

Sketchbooks play an important role in the Art curriculum and are used throughout Key Stages 1 and 2. Pupils use sketchbooks to record observations, explore ideas, experiment with techniques, practise skills, reflect on their learning and evaluate their work. Sketchbooks provide evidence of progression over time and encourage pupils to take creative risks without fear of making mistakes.

Design Technology

The D&T curriculum is underpinned by five key strands:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

The curriculum is carefully sequenced using our DT Progression and Skills Framework, ensuring progression from EYFS through to Year 6.

Pupils engage in projects involving:

- Structures
- Mechanisms
- Electrical systems
- Textiles
- Cooking and nutrition

Each D&T unit follows a clear design–make–evaluate process rooted in real-life contexts.

Curriculum Coverage

Art and Design Technology are taught through termly units linked to the wider topic-based curriculum.

Pupils are given opportunities to explore and learn from a range of:

- Artists
- Designers
- Architects
- Engineers
- Chefs
- Inventors
- Craft makers

Pupils investigate existing artwork and products and develop an understanding of how creativity and innovation influence the wider world.

Children are encouraged to engage in an iterative process where they:

- Experiment and take creative risks
- Test and refine ideas
- Evaluate strengths and areas for improvement
- Modify and improve outcomes

This approach promotes resilience, problem-solving and critical thinking.

Key vocabulary is explicitly taught, modelled and revisited across all year groups to ensure progression in both substantive knowledge and disciplinary skills. Pupils are encouraged to use subject-specific vocabulary accurately when discussing, evaluating and presenting their work.

The curriculum ensures full coverage of the National Curriculum Programmes of Study for both Art and Design Technology.

TOPIC-BASED CURRICULUM

ART PROGRESSION AND SKILLS FRAMEWORK

Year Group	Drawing	Painting	Colours	Line	Tone	Pattern
Year 1	Experiment with pencil grip and mark-making	Use primary colours to create simple artwork	Identify and use primary colours	Explore straight and curved lines	Use light and dark marks with pencils	Create repeating patterns with simple shapes
Year 2	Develop control with pencils and crayons	Mix primary colours to create secondary colours	Recognise warm and cool colours	Draw using thick and thin lines	Use shading to add detail and texture	Create patterns inspired by nature
Year 3	Sketch objects and simple scenes with detail	Experiment with different brush techniques	Use a wider colour palette and tones	Create complex shapes with varied lines	Apply light and shadow to drawings	Develop repeating and symmetrical patterns
Year 4	Use observation to create detailed sketches	Blend colours and explore layering	Understand tints, shades, and complementary colours	Use flowing and broken lines for effect	Develop tonal contrast to enhance realism	Explore cultural patterns and motifs
Year 5	Develop perspective in drawings	Use different paint types (e.g., watercolour, acrylic)	Experiment with harmonious and contrasting colours	Combine straight and curved lines dynamically	Create depth using tonal variation	Create intricate and abstract patterns
Year 6	Use cross-hatching and fine details	Use painting techniques for atmosphere and mood	Explore subtle colour mixing and gradients	Use expressive lines to convey emotion	Apply advanced tonal techniques (e.g., chiaroscuro)	Create patterns with symbolic or thematic elements

TOPIC-BASED CURRICULUM

DT PROGRESSION AND SKILLS FRAMEWORK

Key Stage/Year Group	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
KS1 Year 1	Generate simple ideas and draw basic designs	Use basic tools and materials to make models	Discuss what they like about their creations	Understand how to join and assemble materials	Explore basic food preparation techniques
KS1 Year 2	Develop designs with simple labels	Use a range of tools and materials to create	Suggest improvements to their products	Learn how materials are used in products	Understand where food comes from
KS2 Year 3	Create detailed designs with annotations	Build using tools with increasing accuracy	Evaluate their work and consider feedback	Understand basic mechanical systems (e.g., levers)	Prepare simple dishes and understand nutrition
KS2 Year 4	Develop designs for specific purposes	Use tools to cut, shape, and assemble	Consider the effectiveness of their product	Explore simple electrical systems	Learn about balanced diets and healthy eating
KS2 Year 5	Design using prototypes and detailed plans	Construct products with precision	Analyse and improve their designs	Understand more complex mechanical systems (e.g., gears)	Create a variety of dishes from different cultures
KS2 Year 6	Research and develop innovative designs	Use advanced tools and techniques to create	Evaluate designs against criteria and users' needs	Understand advanced mechanical and electrical systems	Plan and prepare complex meals independently

Summary of Key Stages

Early Years Foundation Stage (EYFS)

In EYFS, Art and Design and D&T are delivered through continuous provision and adult-led activities, focusing on exploration and early skill development.

Children:

- Use a variety of materials, tools and construction equipment
- Develop fine motor skills through cutting, joining, shaping and mark-making
- Explore colour, texture and pattern
- Engage in cooking and food preparation
- Explore technology through simple devices and construction
- Express ideas creatively through art and role play

This aligns with Development Matters and the Early Learning Goals, particularly:

- Expressive Arts and Design
- Physical Development
- Understanding the World

Key Stage 1

Pupils begin structured Art and D&T learning through practical, hands-on experiences.

In Art and Design, pupils are taught to:

- Use drawing, painting and sculpture to develop ideas
- Experiment with colour, pattern, texture and line
- Develop control with tools and materials
- Explore the work of artists and designers

In Design Technology, pupils are taught to:

- Design purposeful and functional products
- Use basic tools and materials safely
- Explore simple mechanisms such as levers and sliders
- Understand where food comes from and prepare simple dishes

Progression includes:

- Moving from simple ideas to labelled designs
- Developing confidence in using tools and materials
- Beginning to evaluate and improve work
- Increasing control and precision in artistic techniques

Key Stage 2

Pupils develop more advanced skills, independence and creativity.

In Art and Design, pupils are taught to:

- Develop perspective and observational drawing
- Use sketchbooks to record ideas and refine techniques
- Experiment with different media and artistic styles
- Improve mastery of drawing, painting and sculpture
- Study significant artists, architects and designers

In Design Technology, pupils are taught to:

- Research and develop design criteria
- Use a wider range of tools and materials accurately
- Understand mechanical and electrical systems
- Evaluate products against criteria and user needs

Progression includes:

- Designing with increasing detail and purpose
- Using prototypes and annotated plans
- Applying advanced artistic and technical techniques
- Developing independence in evaluating and improving work
- Cooking increasingly complex and culturally diverse dishes

Links to Other Curriculum Areas

We recognise that Art and Design Technology are highly cross-curricular subjects and actively build links across the curriculum.

Core Links

English

- Instructions
- Explanations
- Evaluations
- Persuasive writing
- Artist studies and discussion

Mathematics

- Measuring
- Calculating
- Shape
- Scale
- Proportion
- Symmetry and pattern

Science

- Materials
- Forces
- Electricity
- Nutrition
- Light and colour

PSHE

- Responsibility
- Teamwork
- Resilience
- Healthy lifestyles
- Self-expression and wellbeing

Computing

- Programming
- Digital art and design
- Control systems
- Research and presentation

Wider Curriculum Links

Geography and History

- Historical art movements
- Cultural artwork
- Topic-linked projects
- Shelters, structures and inventions

Limmudei Kodesh

- Festival-linked art and cooking
- Jewish symbolism and design
- Exploring values such as responsibility and community

Outdoor Learning

Pupils engage in observational drawing, nature-inspired art and practical activities that bring learning to life through real-world contexts.

Theme Days and Cross-Curricular Projects

Including VE Day, Book Week, Black History Week and other school-wide events linking Art and D&T with multiple subjects.

Cultural Capital

The Art and Design Technology curriculum contributes significantly to pupils' cultural capital by exposing them to a wide range of artists, designers, architects, inventors and creative traditions from different cultures, historical periods and communities. Pupils are encouraged to develop an appreciation of creativity and innovation and understand how these contribute to society both locally and globally.

Sustainability

Sustainability is an important aspect of Art and Design Technology at NWLJDS.

Pupils are encouraged to:

- Consider the environmental impact of materials
- Reuse and recycle resources where possible
- Explore sustainable design ideas
- Reflect on waste reduction and responsible choices

Pupils are encouraged to consider the full life cycle of products, including how items are sourced, manufactured, used and disposed of responsibly. Through this, pupils develop an awareness of their role in creating a more sustainable future.

British Values and SMSC

Art and Design Technology support the development of British Values and SMSC (Spiritual, Moral, Social and Cultural) education.

Through collaborative and reflective projects, pupils learn to:

- Respect the ideas and opinions of others
- Work collaboratively and responsibly
- Appreciate cultural diversity and artistic traditions
- Reflect on moral and ethical issues within design and creativity
- Develop confidence and self-expression

Pupils explore how art and design influence society and communicate ideas across cultures and generations.

Assessment

Assessment in Art and DT is ongoing, practical and skills-based.

Teachers assess through:

- Observation of pupils during tasks
- Questioning and discussion
- Evaluation of final products
- Review of sketchbooks, plans and annotations
- Pupil self-assessment and peer evaluation

Assessment is aligned with National Curriculum expectations and recognises both the process of learning and the final outcome.

It focuses on:

- The creative process and development of ideas
- Experimentation and risk-taking
- Resilience and problem-solving
- Reflection and self-improvement
- Application of previously taught skills and knowledge

Photographic evidence is used across all key stages to capture outcomes and progression.

In EYFS, assessment is linked to Development Matters and the EYFS Profile.

In KS1 and KS2, assessment reflects progression across the key strands within both subjects.

Reporting

Pupil progress in Art and Design Technology is reported through:

- Annual written reports to parents
- Teacher assessments at the end of units
- Informal feedback during lessons

Reports reflect:

- Attainment in key skills
- Creativity and engagement
- Practical and artistic development
- Ability to design, create, evaluate and improve

Monitoring and Evaluation

The Art and D&T Subject Leader is responsible for the strategic development of Art and Design Technology across the school, including curriculum design, staff support, resource management and ensuring clear progression of skills and knowledge.

The Subject Leader maintains an overview of curriculum progression, supports staff with subject knowledge and professional development, ensures resources remain appropriate and up to date, and promotes high-quality outcomes across the school.

This includes:

- Reviewing planning and curriculum coverage
- Conducting learning walks and lesson observations
- Scrutinising pupil work and sketchbooks
- Gathering pupil voice
- Supporting staff development and training
- Monitoring progression and consistency across year groups

Senior leaders and governors also monitor provision and outcomes. Governors receive updates on curriculum developments, monitoring activities and subject priorities as part of the school's wider quality assurance cycle.

Evaluation focuses on:

- Progression of skills across year groups
- Quality of teaching and learning
- Engagement and enjoyment of pupils
- Consistency across classes
- Quality of outcomes and displays

Monitoring outcomes are used to inform future planning, staff training and curriculum development.

The Subject Leader reports to the Senior Leadership Team and Governors as part of the school's monitoring cycle.

Inclusion, Equality and Accessibility

At North West London Jewish Day School, we are committed to ensuring that all pupils have equal access to a high-quality Art and Design Technology curriculum.

Equal Opportunities

All pupils, regardless of gender, background or ability, are given equal opportunities to participate in all aspects of Art and D&T.

Pupils are encouraged to:

- Develop confidence using a wide range of tools and materials
- Work independently and collaboratively
- Engage in practical, creative and problem-solving activities
- Express themselves creatively and imaginatively

The curriculum reflects a diverse range of artists, designers, architects, engineers and inventors from different cultures, backgrounds and historical periods. Pupils are encouraged to appreciate and respect different viewpoints, traditions and creative approaches.

Special Educational Needs and Disabilities (SEND)

We aim to ensure that all pupils can access and succeed through appropriate support and differentiation.

This may include:

- Adapting tasks to ensure they are achievable yet challenging
- Providing additional adult support where needed
- Using adapted tools and equipment
- Offering scaffolded templates or visual supports
- Extending learning for more able pupils through increased independence and complexity

All pupils are encouraged to participate fully at a level appropriate to their needs.

Teachers use adaptive teaching strategies to ensure that all pupils can access the curriculum.

Expectations remain high for all learners and support is carefully planned to enable pupils to achieve success whilst maintaining challenge.

Accessibility and Individual Needs

We recognise that pupils may have different physical or practical needs when engaging in activities.

Where appropriate:

- Tools and equipment will be adapted to support individual pupils
- Pupils will be explicitly taught how to use equipment safely and effectively
- Additional guidance and supervision will be provided where needed

Our aim is to ensure that all pupils are able to work safely, confidently and successfully.

Resources

The school provides a range of resources to support the effective teaching of Art and Design Technology.

- A shared Creative Curriculum Room houses tools, materials and equipment for Key Stage 1 and Key Stage 2
- Art resources include paints, drawing materials, clay, printing materials and mixed-media equipment
- D&T resources include construction materials, textiles, mechanisms, cooking equipment and tools
- Resources are regularly reviewed and replenished to ensure quality and safety
- The use of recycled and sustainable materials is encouraged wherever possible

Teachers are responsible for:

- Requesting resources as needed
- Reporting damaged or unsafe equipment promptly
- Ensuring resources are used appropriately and stored safely

Health and Safety

Health and safety is of paramount importance in all Art and Design Technology activities.

Teachers will:

- Ensure they are confident and trained in the safe use of tools and equipment

- Provide clear demonstrations and safety instructions before activities
- Supervise pupils appropriately during practical tasks

Staff ensure that all activities are carried out in accordance with the school's safeguarding, health and safety and risk assessment procedures. Appropriate supervision is maintained at all times.

Safe Practice

- Tools are stored securely and checked regularly
- Pupils are taught correct handling and usage of all equipment
- Higher-risk tools are used only under close adult supervision
- Aprons and protective coverings are used where appropriate

Where appropriate, risk assessments are completed before activities involving tools, cooking, electrical components or other potentially hazardous equipment. Staff follow school health and safety procedures at all times.

Food Safety

Teachers are aware of and carefully manage allergies, dietary requirements and kashrut considerations.

- Ingredients are checked in advance
- Appropriate precautions are taken to avoid cross-contamination
- Strict hygiene procedures are followed
- Work surfaces are cleaned appropriately
- Pupils are taught safe food handling practices
- School guidelines are followed at all times

Conclusion

Art and Design Technology play a vital role in preparing pupils for the future by developing creativity, practical skills, innovation and problem-solving abilities.

At North West London Jewish Day School, we are committed to delivering a high-quality, engaging and inclusive curriculum that reflects our values and equips pupils with the knowledge, skills and confidence to succeed in an ever-changing world.

Policy Review and Compliance

This policy reflects the requirements of the National Curriculum (2014) and will be reviewed regularly by the subject leader and senior leadership team.

Date approved: June 2026

Review date: June 2028

Responsible person: Art and Design Technology Subject Leader