



## Art and DT curriculum implementation



### Statement of intent

Within Art and DT we ensure that all children access the learning of skills appropriate to their age. We endeavour to ensure that skills are progressive and developmental. Effective links are made where appropriate to support previous or future learning. Pupils will have opportunities to consolidate and refine their skills throughout the curriculum. Our pupils have the opportunity to celebrate diversity, be successful and make progress, be inspired, be challenged, complete non-verbal communication, problem solve, make decisions and build resilience.

### Schemes of work

Early Years Foundation Stage

National Curriculum 2014

Weaving knowledge, skills and understanding into the National Curriculum- Focus Education

### Curriculum content

#### EYFS- Expressive arts and design-

Children in EYFS safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about use and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.

#### Art KS1- Pupils should be taught creativity in Art, craft and design by ;

- Using a range of materials to design and make products,
- using drawing, painting and sculpture to share their idea, experiences and imagination,
- developing techniques in using colour, pattern, texture, line, shape, form and space, using clay and printing to a large scale in 3D,
- being taught about the world in a range of artists, craftsmen and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.

Art KS2- Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design by. Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.
- To improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- About the greatest artists, architects and designers in history.

**DT KS1**- Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

- Design-  
design purposeful, functional, appealing products for themselves and other users based on design criteria 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 such as 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.
- Technical knowledge-  
build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

**DT Food Technology KS1**-As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

**DT KS2**- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

- Design-  
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  
Generate, develop, model and communicate their ideas through discussion,

annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .

- Make-  
select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing. Accurately, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate-  
investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
- Technical knowledge-  
apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.  
Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.  
Apply their understanding of computing to programme, monitor and control their products.

**DT Food Technology KS2-** As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet,
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques,
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Record of pupils work**

Pupils use large sketch books to record their work. These books are also used for self-evaluation of work.

Teachers also store photographic evidence of art and DT work onto the T-Drive into the Art and DT folder.

### **Assessment**

Class teachers will use formative assessment information throughout the unit to adapt their teaching foci to meet the ever changing needs of their class. As a school, we assess children at the end of each unit of learning. Assessment is based upon the objectives taught and children are assessed at emerging, expected or exceeding. All children have the opportunity to be challenged, use nonverbal communication and make decisions.

### **Cross curricular**

It is evident that Art and DT skills are well linked across the curriculum within other areas. Examples include-

Y1- Designing and creating Victorian toys which links to a Victorian history topic.

Y1- Creating a model of a habitat which links to a Science topic of habitats.

Y2- Making gingerbread people which links to an English topic of traditional tales.

Y2- Creating a Roly Poly bird which links to an English topic of various stories by the same author.

Y3- Stone Age crafts- cave paintings, pots, etc which links to a History topic of The Stone Age.

Y3- Sewing a reflective jacket which links to a Science topic of light.

Y4- Designing a Borrower home which links to an English text topic.

Y4- Landmark modelling which links to a Geography topic of famous landmarks around the world.

Y5- Designing their own Mayan artefacts which links with a Mayan History topic.

Y5- Meditation art which links with a 'special week' learning about meditation.

Y6- Designing and making their own chocolate which links to a Fairtrade topic and also links with maths due to children measuring and weighing ingredients to make their own chocolate.

Y6- Prop making which uses a range of skills previously learnt to create the props for the end of year performance.

RE- Harvest display- Each class creates a harvest display that is displayed in our Church.

Teachers have the freedom to create in any way they want and every class does something different.

### **Enrichment**

At Barkisland School we are fortunate to have the use of our cook to develop children's learning and understanding of food technology. Children are taught from nursery upwards, key food technology skills, E.g. using a sharp knife. The scheme of work is skills and knowledge progressive. Children are taught to keep safe around equipment and tools needed. They are taught to be inspired and creative in their cooking.

KS1 children can partake in a craft club during 1 term per year where they create a different project every week (sewing, jewellery making) or work towards a larger scale project.

### **Home school links**

Staff regularly send home 'project style homework' and this enables children to express their art and creativity in the form of art and DT projects if they so wish and many invariably do so. They have the opportunity to make decisions on their own learning, become creative and critical thinkers and be inspired by their learning.