



## 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. Through Art and DT lessons, children who are more comfortable in creative and less 'academic' lessons are nurtured and all children celebrate diversity. Children are encouraged to believe in themselves: to be successful and to make progress. Through art, children are inspired, challenged, and given opportunities to problem solve, make decisions and build resilience.

### Schemes of work

Kapow is a new scheme of work which has been implemented in this academic year. Teachers are given the autonomy to draw upon a range of resources and teaching styles and to adapt these to match their cohort. This allows them to nurture the children's learning and provide opportunities for children of all abilities and backgrounds to succeed.

### Curriculum content

#### EYFS- Expressive arts and design-(Creating with Materials)

Children in the EYFS- (Creating with Materials)

- Join different materials and explore textures.
- Show different emotions in their drawings and paintings.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Create collaboratively.

#### EYFS-Understanding the world-(The Natural World)

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

#### EYFS-Physical development-(Fine Motor Skills)

- Use large muscle movements to wave flags and streamers, paints and make marks.
- Choose the right resources to carry out a plan
- Use a comfortable grip with good control when holding pens and pencils.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.
- Use core strength to achieve good posture when sitting at a table/floor.

**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 sketch books to record their work. These books are also used for self-evaluation of work. If something specific has been created during an Art or DT lesson, teachers take photos as evidence and these can also be found either on the T-Drive or in the children's sketch books. Teachers are encouraged to display children's work around the school, including in classrooms, to highlight the successful artwork and DT work happening across the school. Children are inspired by what they see and thus this nurtures children's self-belief.

### **Assessment**

Class teachers will use formative assessment information throughout the unit and 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, this is mirrored with our target card system (that is in place for core subjects) in that pupils are given a colour to represent where they are within each criteria. 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 linked within other areas of the curriculum.

Examples include-

EYFS and KS1:

Science links with boats ( floating and sinking).

English links with traditional tales ( baby bear's chair: structures)

KS2:

Science links with Light and Dark, electrical systems and torches.

History links with Egyptian scrolls.

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 in skills

and knowledge is progressive. Children are taught to keep safe around equipment and tools needed. They are taught to be inspired and creative in their cooking.

### **Home school links**

In school learning is shared with parents and families as much as possible and through a variety of ways. Children often use what they have learnt in school and through supportive parents at home to develop their interests further. This can generally be seen through art or DT activities that parents complete with their children at home due to being inspired by their learning at school. SeeSaw is a fantastic tool to share children's work between school and home, nurturing children's creative abilities and showing them how successful they can be.