



“You can’t use up creativity. The more you use, the more you have.” Maya Angelou

**Intent:**

At Paget Primary school, we understand and celebrate the importance that Art and Design and Design and Technology has for children and how it can prepare them for life in a modern world. We strive to ensure our children are both creative learners and are willing to take risks in order to problem solve. Through carefully planned lessons and enthusiastic teaching, we aim to nurture the evolution of children’s ideas and curiosity.

A carefully planned curriculum for the whole school, enables all children to enjoy and succeed in both Art and Design and Design and Technology. The subject develops, through high quality teaching, the opportunity to develop lifelong creative skills as well as a passion for the arts.

When teaching both Art and Design and Design and Technology, we aim to help pupils:

- 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
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- nurture creativity and innovation through designing and making
- develop and understanding of technological processes, products, and their manufacture, and their contribution to our society
- develop their awareness of health and safety issues
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## **Implementation**

The children in all year groups will be introduced to a wide range of skills and have many opportunities to progress their learning to an excellent standard. They will develop a sound knowledge of both famous artists and designers. At Paget Primary school, we feel that it is extremely important for children to build on these skills; therefore, we ensure that teaching is sequential, revisited over the different key stages and developed in new contexts. By exploring different artists and designers, it allows children to feel confident in expressing themselves in different artistic forms.

Planning will follow the Long Term Plan for Art and Design and Design technology displayed on the Paget Curriculum Guarantee. Curriculum links with other subjects will be made where possible.

- Children will be given an increasing range of experience.
- Children's work will demonstrate increasing complexity and progression of skills over the year groups.
- Children will be expected to show increasing confidence, awareness and insight.
- Children will be given the opportunities to experiment with a variety of materials, talk about and evaluate their work.

In EYFS, Art and Design and Design and Technology activities are planned: some initiated by the children and some led by adults. Skills begin at this stage and are developed throughout the child's school life.

## **Impact**

At Paget Primary school, the curriculum for Art and Design and Design and technology is planned to support and ensure seamless progression throughout the children's school life. Ensuring that every child has the opportunity to flourish will be integral to the teaching and will be achieved through careful planning and assessment. This will, in turn, support the children's love for the creative arts and support them in developing their creative flair.

Due to the nature of the subjects, monitoring and impact of the curriculum on the children's development takes many different forms.

- Pupil's voice and their ability to discuss their learning and skills used.
- Monitoring of sketchbooks to ensure skills are being fully taught
- Displaying of work or designs throughout school and in classrooms
- Work celebrated on the school Twitter page.

## **National Curriculum Guidance:**

### **Design and Technology**

#### **Key stage 1**

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 [for example, 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 [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

#### 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

#### **Key stage 2**

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 [for example, 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 [for example, 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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

## Cooking and nutrition

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:**

#### **Key stage 1**

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

#### **Key stage 2**

- 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

## **National Curriculum Guidance Art and Design**

### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Key stage 2**

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

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### **Teaching Methodology:**

In order to provide the most appropriate delivery of both Art and Design and Design and Technology a variety of teaching styles will be employed. A planned mix of teaching styles and groupings will enable children to experience a wide variety of opportunities and experiences when widening and deepening their skill set.

### **Differentiation and SEN:**

Activities are planned to suit the needs of all of the children. Differentiation will support learning in many ways and ensure all children can succeed. This will be achieved by:

- use of high-quality teaching strategies, pace and language
- use of teaching materials and resources
- content
- adapted tasks
- level of intervention provided
- working within small groups or individually
- use of visual aids to support e.g. Widgit
- level of autonomy and choice offered to children

### **ICT:**

All aspects of ICT are used whenever relevant to any aspect of either Art and Design or Design and Technology.

Pupils will be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesizing the information to meet their needs and developing and ability to question its accuracy, bias and plausibility
- Program and control equipment within electrical systems (KS2).
- develop ideas using ICT tools to amend and refine work and enhance its quality and accuracy
- generate, develop, model and communicate their ideas through the use of computer-aided design
- exchange and share information, directly and through electronic media
- review, modify and evaluate work, reflecting critically on its quality as it progresses at Key Stage 2

## **Assessment:**

There is no formal assessment for Art and Design or Design and Technology at Paget. All assessments are based upon teacher judgements and their knowledge of the children's progress. This judgement is based on the outcomes that the pupils produce, which is reflected in their sketchbooks and is accumulated over the year. Both Art and Design Technology work samples and planning will be monitored during the academic year. Evidence should be seen in displays, Art and DT sketchbooks and celebrated on Twitter.

Children are encouraged, from Year 1, to evaluate their own work and describe changes they might make either during or at the end of the process in order to be reflective thinkers. Both the Art and Design and Design and Technology curriculums will contribute to children's personal development in creativity, independence, judgement and self-reflection. This will be reflected in their ability to talk confidently about their work, and sharing their work with others.

## **Monitoring and Evaluating:**

Monitoring and evaluation take place in the following ways by the Subject leader:

- Preparing policy documents, monitoring curriculum plans and schemes of work for the subjects.
- Monitoring the learning and teaching of art, design and D&T, providing support for staff where necessary.
- Helping to develop colleagues' expertise in the subject.
- Subject leader will monitor the implementation of the progression map, through book scrutiny.
- The SLT plus the subject leader monitor Art and DT planning each half-term. The subject leader is responsible for overseeing Art and DT across school.
- Advising on the contribution of Art, Design and D&T to other curriculum areas, including cross-curricular and extra-curricular activities

## **Resources:**

Both the Art and Design and Technology curriculums are supported by a wide range of practical apparatus. It is the aim that all apparatus and equipment will be readily available and as accessible for the project being explored, bearing in mind safety and security considerations. If the cooking room is required, it should be booked at the office.

Equipment and apparatus is stored in the Art and Design and Technology section of the resource room which is situated next to the Year 6 classroom. Cooking resources will be stored in the cooking room. All resources must be returned and replenished (if necessary) after use.

## **Safety:**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a. about hazards, risks and risk control
- b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- c. to use information to assess the immediate and cumulative risks
- d. to manage their environment to ensure the health and safety of themselves and others
- e. to explain the steps, they take to control risks
- f. about food health and hygiene

**Equal Opportunities:**

At all times there is an awareness to provide equal access and opportunities in both Art and Design and Technology to all children, regardless of race, gender, religion, cultural background or special needs. Equal values will be given to artists, designers and inventors from all cultures and children will be exposed to both Art and Design and Technology from as wide a range of cultures as is practical. The contributions to Art and Design and Technology of men and women will be equally valued.