



St Andrew's Primary School

Art Curriculum Overview

Intent:

At St Andrew's CE Primary School we teach a creative Arts-rich curriculum for our pupils and so develop basic skills in conjunction with other subjects where possible. In addition to talking about art and artists, learning vocabulary and developing oracy skills, we draw on our own life experiences as inspiration for creative activities. We develop the children's critical thinking skills, as they examine and analyse their own and others' works of Art and develop their sense of curiosity. We also develop the school's Golden Thread, by thinking about and empathising with other artists and craft makers.

Implementation

We use the national curriculum as a guide and build on earlier understanding, e.g. pencil control leads to line drawing, mark making and then use of shading and modelling.

By using Cornerstones Maestro Curriculum Planner, we are able to ensure all key elements of the Art and Design National Curriculum are included. Using this online learning tool, progression can be viewed.

We aim to develop an exploration of skills, both 2D and 3D, rather than just presenting finished images. We teach children to be able to enjoy the creativity and processes involved in Art and Design, rather than just wanting to make a 'perfect picture'. Children are challenged by constantly investigating and discovering different approaches, e.g. what happens when water colour and wax are used in the same image? Teaching staff link Art and Design skills and Artists across the curriculum, e.g. exploring the geometrical shapes of Kandinsky in Maths.

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

All children are encouraged to fully participate in lessons, with adult support and relevant adaptations if necessary.

Children with additional needs may be given alternative means of recording their ideas and achieving their potential, e.g. use of I Pads or Chrome books for digital Art.

Impact:

In Key stage 1 pupils will use a range of materials creatively to design and make products. Pupils will draw, paint and sculpt to develop and share their ideas, experiences and imagination alongside developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils will learn about the work of a range of artists, craft makers and designers. They will be able to describe the differences and similarities between different practices and disciplines, and make links to their own work.

In key stage 2 pupils will be taught to develop 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 will be taught to create sketch books to record their observations and use them to review and revisit ideas. As pupils progress through key stage 2 they will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Pupils will explore great artists, architects and designers in history. Throughout the school, we aim to use visual images and real objects and experiences where possible for inspiration, as well as visiting sites to get first-hand experience.



St Andrew's Primary School

Design Technology Curriculum Overview

Intent:

The Design Technology curriculum at St Andrew's CE Primary School, through the Curriculum Maestro scheme of work, provides our children with the skills and knowledge to create a successful product by following the process of: analyse, design, make, evaluate. Fluency in this process, alongside technical knowledge, will give them the confidence to tackle more complex projects further in their education. In construction projects, the children develop the technical knowledge of structures, mechanisms, electrical systems and programming to enable them to meet given success criteria with their product. In sewing projects, students gain technical knowledge of materials and stitches to enable them to repair, design, construct and embellish textile products. In cooking projects, the children understand where their food comes from, different ways in which it can be prepared and be confident using a range of cooking techniques to prepare it. They can cook from a recipe as well as develop their own recipes. By smelling and tasting during the cooking process, they can talk about flavours and make suggestions about how to adapt a recipe.

Implementation:

We use the Curriculum Maestro scheme as a framework for delivery of Design Technology lessons. Projects are sequenced carefully to build upon prior learning and, given the cross-curricular nature of DT, teachers are encouraged to closely match other subjects where there are opportunities for making meaningful connections. This ensures that learning is contextualised, meaningful and memorable. In EYFS, children begin to investigate the component parts of larger machines, using correct vocabulary to describe them. They experiment with using materials creatively to construct a product and prepare simple recipes, tasting and reflecting on the success of their finished dish. The children begin to explore the concept of recipes, understanding that they contain ingredients, quantities, and sequenced instructions. Pupils in Year 1 begin to formally explore the 'analyse, design, make, evaluate' process. To support this structure, throughout each project, the children use a carefully structured DT project template which enables them to appreciate the sequence of development of a new design. This template is used all the way up to Year 6, albeit becoming increasingly technical and detailed.

In KS1, children develop their analytical skills, studying practical models and choosing materials, structures and mechanisms which they like best to use in their own design. They are introduced to different representations of axle, wheel, sliders, linkages, and levers. They explore strength in the context of 3D structures, investigating bending, twisting, stretching and squashing and how they can choose structures and materials to mitigate against these forces. Children also sew for the first time, using a running stitch to join textiles securely before embellishing using sewn and non-sewn decoration. In cooking, they develop the technical knowledge of slicing, chopping, mashing and grating. They understand the importance of safety and hygiene when preparing food.

In KS2, students continue to develop their fluency in the design process. They are introduced to new mechanisms, including cams, hydraulics, pulleys, wedges and screws, using these mechanisms to create products in response to design criteria. Design criteria and the specifications of the materials provided become increasingly specific and complex with each year group. Students are encouraged to evaluate their products against the success criteria, being reminded that the most successful product will exceed the design criteria by the greatest amount. Skills developed in previous years (such as developing strong 3D structures from batons) are maintained as the basis for projects higher up the school. In sewing, the children sew functional items using a range of stitches including the blanket stitch, running stitch and whip stitch. They learn to embellish and repair clothing, assessing materials and designs based on their function, appearance

and quality. In cooking, they develop confidence cooking independently using a range of cooking techniques, considering healthiness and seasonality when designing dishes and menus.

Impact:

Children are encouraged to work in pairs or small groups, where necessary, for DT projects because, while aware of the importance of note-taking and written evaluation in the design process, we don't want any difficulties with reading or writing to be a barrier to children excelling in this fundamentally practical subject. Teachers will assess children formatively, addressing gaps in technical knowledge during projects, as well as assessing their overall understanding of the design process through the completion of the design process template. These templates aren't marked; the children are able to use the design process to evaluate their own successes and areas for improvement. Problem-solving is an essential part of DT and teachers provide minimal help to children who are struggling in this regard. Instead, children are encouraged to talk to each other, examine models provided by the teacher and explore the materials they have been given to overcome their difficulties.

The expected impact of DT learning at St Andrew's CE Primary School is that children will:

- Enjoy using the design process to develop their own products
- Be confident in the safe use of construction, sewing and cooking equipment.
- Be able to apply their learning to increasingly large and complex projects.
- Tackle problems head-on and have the resilience and teamwork skills to be able to overcome them.

Art and Design Technology Curriculum Overview (Knowledge and Skills)

