

ONE VOICE
ART AND DESIGN TECHNOLOGY
AT
TORKINGTON PRIMARY SCHOOL



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INTENT

ART



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INTENT- ART

The intent of the art curriculum at Torkington is to provide plenty of opportunities for the children to learn, apply and strengthen the key elements of:

- Drawing
- Painting
- Textiles
- 3D
- Printing
- Collage

It is also the intent of the art curriculum to provide the children with knowledge of the different artists which they can draw inspiration and technique from. Alongside this, we aim to develop the children's use and understanding of technical vocabulary associated with this subject.



Artist Focus



- ▶ **Artist such as:**
- ▶ KS1- Paul Klee (swiss German)- shapes pattern and colour, **Yayoi Kusama(Japanese- minimalists, pop art, feminist)- using pattern and sculpture, and** Henri Rousseau- animals, landscapes and imagination (French impressionist)
- ▶ KS2- William Morris (British)- patterns, prints and nature, **Sonia Delaunay (French artist co-founded the Orphism art movement, noted for its use of strong colours and geometric shapes) and Frida Kahlo-** a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artefacts

How does the art curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils?

Art is often taught as a whole class or ½ class lesson, dependant on the age of class and the art subject being delivered. The children are taught a new skill and create a modelled example of how they can demonstrate this. Within the scheme there are three levels of differentiated tasks for the children to explore. Differentiation task outcome options through resources is used as a secondary option when scaffolded support is needed. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge.

How do you ensure that the art curriculum guarantees that pupils in Years 2 and 6 have full coverage which is not lessened by the amount of additional time given to English and maths?

At Torkington, art is taught every other half term as compliment to Design and Technology. Each class teaches art once a week. Children will present their weekly sessions work in their art sketch books.

Year 1-6 have a clear knowledge and skills progression plan for the full academic year to show a spiral curriculum. Each term, we plan to carry out a book scrutiny across the school to ensure that all art units are being covered in enough depth. Teachers will be provided with feedback (strengths and next steps).

IMPLEMENTATION

ART



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IMPLEMENTATION- ART



The National Curriculum for Art aims to ensure that all pupils:

- ▶ Produce creative work, exploring their ideas and recording their experiences
- ▶ 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.

At Torkington we follow the 'Plan Bee' scheme of work for art and design from Year 1 to Year 6. The scheme begins with children exploring drawing- line, pattern and texture, each year building upon the foundations set previously. Across each Key Stage, the children have the opportunity to paint, print, use collage, sculpture and 3D art. The children are exposed to a variety of artists and genres, with time to investigate, discuss and respond to art in an individual way, sharing their own preferences and interpretations. After learning about a particular artist, children will invest time in developing their arts skills in that area, with a clear progression of skills seen in their sketchbooks. At the end of the unit, children will plan and create a final piece of art in the style of or inspired by the artist and reflect on the skills they have developed throughout the unit.



IMPLEMENTATION- ART



Whole School PE Progression

This whole school progression allows for the children to build a solid foundation of skills that is then development and enhanced as they move through each key stage.

The skills the children learn in each lesson are based around the main elements of the Art and Design curriculum:

- ▶ Drawing
- ▶ Painting
- ▶ Textiles
- ▶ 3D
- ▶ Printing
- ▶ Collage

Torington Art and Design Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery D&T	Can you build a house strong enough to escape the big bad wolf? Aspect of D&T Structures Focus Combining different resources and materials. Project Design, build and test a house for the three little pigs. NC Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Can you design and create a clay model? Aspect of D&T Structures Focus Combining different resources and materials. Project Design and create and model using air drying clay. NC Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Where does our food come from? Aspect of D&T Food Focus Bake and taste different foods. Project Bake and taste Gruffalo bread. NC Make healthy choices about food, drink, activity and tooth brushing. Start to eat independently and learning how to use a knife and fork. Talk about the differences between materials and explores different textures. Enrichment: Baking	Where does our food come from? Aspect of D&T Structures Focus Joining materials. Project Junk modelling a space rocket. NC Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enrichment: Rocket construction.	Can you manipulate playdough? Aspect of D&T Malleable structures Focus Use one handed tools to model dough. Project Manipulate and mould dough to create a recognisable model of an animal. NC Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enrichment: Pirate ship construction.	Can you collage with fabric? Aspect of D&T Fabrics Focus Combine different fabrics. Project Collage with a wide selection of fabrics. NC Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enrichment: Pirate ship construction.	Can you collage with fabric? Aspect of D&T Fabrics Focus Combine different fabrics. Project Collage with a wide selection of fabrics. NC Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enrichment: Pirate ship construction.
Nursery Art	Can you use the pointillism technique? Focus Colour Mixing. Project Pointillism Use cotton buds and the pointillism technique to create an African mask. NC Explore colour and colour-mixing. Join different materials and explore different textures.	Can you colour mix? Focus Colour Mixing. Project Use powder paints to colour mix a monster on the ground. NC Explore colour and colour-mixing. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Can you collage? Focus Collage Project Collage different jungle animals. Exploring animal print. NC Explore colour and colour-mixing. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a	Can you print? Focus Printing Project Using different resources and equipment to print. NC Explore colour and colour-mixing. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a	Can you watercolour? Focus Watercolour landscapes. Project Watercolour African Landscapes and print African Animals. NC Explore colour and colour-mixing. Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a	Can you create silhouettes? Focus Silhouette Art. Project Create a piece of art work using a bats silhouette. NC -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a	Can you create your own self-portraits? Focus Self-Portraits Project Use the mirrors and coloured paints to create

Torington Art and Design Overview

	-Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enrichment: After school club - Messy Play	Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. Enrichment: Christmas card and calendar crafts.	Face with a circle and including details.	use these shapes to represent objects.	such as representing a face with a circle and including details.	
Reception D&T	Can you make some Gingerbread Men? Focus Food Project Following a recipe to make and taste new foods. Project Bake and taste Gingerbread Men like in our story. NC -Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes and playdough tools. Enrichment: Baking Salt dough decorations Junk Modelling	Can you make some Salt Dough Decorations? Textiles Focus Following instructions to make salt dough, and decorate. Project Make and decorate Christmas decorations. NC -Create collaboratively sharing ideas, resources and skills. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes and playdough tools. Enrichment: Baking Salt dough decorations Junk Modelling	Can you design and bake Valentines Cookies? Food Focus Designing, baking and decorating biscuits. Project Design, bake and decorate Valentines Cookies. NC -Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Enrichment: Baking Junk Modelling	Can you make your own Rocket? Structures Focus Joining materials. Project Junk modelling a space rocket. NC -Create collaboratively sharing ideas, resources and skills. -Share their creations, explaining the process they have used. Enrichment: Baking Junk Modelling	Can you make your own Jungle Safari Binoculars? Structures Focus Design and combine resources and materials. Project Design and make their own binoculars to use in the role play area, searching for jungle animals! NC -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. -Use a range of small tools, including scissors, paint brushes and cutlery. Enrichment: Baking Junk Modelling	Can you make and decorate Gummy Worm Octopus Cupcakes? Food Focus Follow a recipe to bake and decorate cupcakes. Project Follow a recipe to bake and decorate a cupcake to look like an Octopus. Can the children follow instructions? NC -Share their creations, explaining the process they have used. -Use a range of small tools, including scissors, paint brushes and cutlery. Enrichment: Baking Junk Modelling
Reception Art	Can you create your own self-portraits? Focus Self-Portraits Project Use the mirrors and coloured paints to create	Can you explore colour mixing and collages? Focus Colour monster / colour explanation. Project Use the mirrors and coloured paints to create	Can you make a Love Tree using various resources? Focus Explore a range of materials to create and capture their artistic vision.	Can you print some Tulip paintings using forks? Focus Accurately use the printing technique to create an artistic effect. Project	Can you print some Butterfly Symmetry? Focus Symmetry printing. Project Children to use a printing technique to create Butterfly Symmetry pictures.	Can you make your own Superhero Mask? Focus Detailed drawings. Project Children to decorate their mask and cut it out, using it in the role play area.

Torington Art and Design Overview

a representation of themselves. NC Explore, use and refine a variety of artistic effects to express their ideas and feelings. Enrichment: Messy Club Muddy Faces	messy tray and create their own colour collage related to a mood monster. NC -Create collaboratively sharing ideas, resources and skills. Enrichment: Christmas cards and calendars Muddy Faces	Project Return to and build on their previous learning, developing their ability to represent them. Enrichment: Messy Club Muddy Faces	Children are to make their own tulip fork paintings. NC -Make use of props and materials when role playing. Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing. Enrichment: Father's Day cards	NC -Make use of props and materials when role playing. Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing. Enrichment: Father's Day cards	NC -Make use of props and materials when role playing. Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing. Enrichment: Father's Day cards
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Torington Art and Design Overview

			understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the school's plan. • Know and use technical		
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How are Art and Design Assessed?

EYFS- explore pupil voice and record their skills, knowledge and reflections using their floor books.

These are linked to the areas of development.

Year 1 to Year 6- The children self assess their learning at the end of each lesson.



Year 1 Art

Animals

Skills and Knowledge Targets:	Pupil Assessment	Teacher Assessment
To be able to create artwork to reflect British wildlife.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To be able to manipulate paper to create African animal art.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To be able to explore and create patterns.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To be able to create animal art in the style of aboriginal dot art.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To be able to make 3D artwork of a rainforest animal.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To explore the use of animals as symbolism in Native American art.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
To be able to use paint to create animal artwork.	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>



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INTENT

DESIGN AND TECHNOLOGY



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INTENT- Design and Technology (DT)



Design and Technology at Torkington instils qualities such as curiosity, enquiry and determination. Students are inspired, engaged and excited through carrying out a range of effective research and design and make tasks. Students thrive in learning how to work independently and collaboratively to gain an in-depth understanding of the creative and problem-solving process. The sense of achievement and the rewarding nature of the subject results in a tangible manifestation of pride in the completion of a product.

We intend to design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum

How does the Design Technology curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils?

DT is often taught as a whole class or ½ class lesson, dependant on the age of class and the art subject being delivered. The children are taught a new skill and create a modelled example of how they can demonstrate this. Within the scheme there are three levels of differentiated tasks for the children to explore. Differentiation task outcome options through resources is used as a secondary option when scaffolded support is needed. At the point of need, teacher and TA intervention is made to children who have been identified as struggling or in need of an extra challenge.

How do you ensure that the Design Technology curriculum guarantees that pupils in Years 2 and 6 have full coverage which is not lessened by the amount of additional time given to English and maths?

At Torkington, DT is taught every other half term as compliment to art. Each class teaches art once a week. Children will present their weekly sessions work in their DT sketch books.
Projects on a Page enables you to check what children have learnt and determine whether they are on track to meet National Curriculum expectations by the end of each key stage.

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DESIGN AND TECHNOLOGY



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IMPLEMENTATION- DT



- ▶ Clear and comprehensive scheme of work in line with the National Curriculum- DT Projects on a Page. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
- ▶ Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic, a textile topic and a food/drink topic.
- ▶ Delivery showing clear following of the design process where each Project on the Page follows: research, design, make and evaluate.
- ▶ A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- ▶ Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- ▶ Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.
- ▶ Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

PROJECTS ON A PAGE



<p>1. Year Groups Years 1/2</p>	<p>2. Aspect of D&T Textiles</p> <p>Focus Templates and joining techniques</p>	<p>4. What could children design, make and evaluate?</p> <p>glove puppet finger puppet simple bag clothes for teddy/soft toy/class doll fabric placemat other – specify</p>	<p>5. Intended users</p> <p>themselves friends younger children parents grandparents teddy story character class doll soft toy other – specify</p>	<p>6. Purpose of products</p> <p>plays with puppets clothes for toys carrying and storing items protecting surfaces imaginary role-play other – specify</p>	<p>16. Possible resources</p> <p>existing products linked to chosen project</p> <p>variety of textiles e.g. dipryl, felt, reclaimed fabric</p> <p>thread, pins, needles, magnet, staplers, staples, fabric glue</p> <p>left/right handed scissors</p> <p>items for finishing e.g. buttons, wool, fabric paints, sequins</p> <p>drawing and colouring media</p>	<p>17. Key vocabulary</p> <p>names of existing products, joining and finishing techniques, tools, fabrics and components</p> <p>template, pattern pieces, mark out, join, decorate, finish</p> <p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>		
<p>3. Key learning in design and technology</p> <p>Prior learning</p> <ul style="list-style-type: none"> Explored and used different fabrics. Cut and joined fabrics with simple techniques. Thought about the user and purpose of products. <p>Designing</p> <ul style="list-style-type: none"> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 	<p>7. Links to topics and themes</p> <p>Toys Festivals Stories Nursery Rhymes Celebrations Homes other – specify</p>	<p>10. Investigative and Evaluative Activities (IEAs)</p> <ul style="list-style-type: none"> Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used. Use questions to develop children's understanding e.g. <i>How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?</i> Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used. 	<p>12. Focused Tasks (FTs)</p> <ul style="list-style-type: none"> Investigate fabrics to determine which is best for the purpose of the product they are creating. Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher. Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product. Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique. Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing. 	<p>8. Possible contexts</p> <p>entertainment leisure home school recycling/reusing other – specify</p>	<p>9. Project title</p> <p>Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose)</p> <p>To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.</p>	<p>11. Related learning in other subjects</p> <ul style="list-style-type: none"> Spoken language – ask relevant questions to build understanding and their vocabulary. Art and design – quick drawings or detailed observational drawings of one product to develop and share ideas. 	<p>13. Related learning in other subjects</p> <ul style="list-style-type: none"> Science – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made. Spoken language – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Listen and respond to adults. Art and design – use colour, pattern, texture, and shape as appropriate. 	<p>18. Key competencies</p> <p>problem-solving teamwork negotiation consumer awareness organisation motivation persuasion leadership perseverance other – specify</p> <p>19. Health and safety</p> <p>Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.</p> <p>20. Overall potential of project</p>
<p>14. Design, Make and Evaluate Assignment (DMEA)</p> <ul style="list-style-type: none"> Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children's products. Ask the children to generate a range of ideas e.g. <i>What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?</i> Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through. Talk with the children about the stages in making before assembling quality products, applying the knowledge, understanding and skills learnt through the IEAs and FTs. Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. 	<p>15. Related learning in other subjects</p> <ul style="list-style-type: none"> Science – use knowledge of properties of everyday materials to select appropriate ones for their products. Spoken language – ask questions throughout the process to check understanding, develop vocabulary and build knowledge. Explain and articulate their ideas orally. Art and design – use and develop drawing skills. Mathematics – measurement using non-standard and standard units. Computing – use technology purposefully to create and manipulate digital content. 							

IMPLEMENTATION- DT

Whole School DT Progression

This whole school progression allows for the children to build a solid foundation of skills that is then development and enhanced as they move through each key stage. The skills the children learn in each lesson are based around the main elements of the Design and Technology curriculum.



	<p>to improve their mastery of art and design techniques, including sculpture with a range of materials about great architects in history.</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>ENRICHMENT DT CLUB ART CLUB</p>		
Year 4	<p>Plant Art</p> <p>Focus: Nature</p> <p>KS2 - to create sketch books to record their observations</p> <p>KS2 - use sketchbooks to review and revisit ideas</p>	<p>Simple circuits and switches</p> <p>Aspect of D&T: Electrical systems</p> <p>Focus: Simple circuits and switches</p> <p>Project: Battery operated lights</p>	<p>Sonia Delaunay</p> <p>Focus: Famous Artist</p> <p>KS2 - to create sketch books to record their observations</p> <p>KS2 - to improve their mastery of art and design techniques, including</p>	<p>Shell Structures CAD</p> <p>Aspect of D&T: Structures</p> <p>Focus: Shell structures</p> <p>Project: Juggling balls</p> <p>NC</p>	<p>Recycled Art</p> <p>Focus: Sustainability</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>ENRICHMENT DT CLUB</p>	<p>Healthy and Varied Diet</p> <p>Aspect of D&T: Food</p> <p>Focus: Healthy and varied diet</p> <p>Project: Edible garden</p> <p>NC</p>

<p>Chinese Art</p> <p>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>KS2 - about great artists in history</p> <p>KS2 - about great designers in history</p>	<p>different fabric shapes</p> <p>NC:</p> <p>To 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 in the context of creating a design criteria for a mobile phone case.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams in the context of making a</p>	<p>Frída Kahlo</p> <p>KS2 - to create sketch books to record their observations</p> <p>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</p>	<p>NC:</p> <p>To investigate and analyse a range of existing products in the context of looking at existing free standing structures.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together.</p> <p>To evaluate their ideas against their own design criteria and consider the views of others to improve their work</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>Street Art</p> <p>KS2 - use sketchbooks to review and revisit ideas</p> <p>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>KS2 - about great artists in history</p>	<p>Focus: Programming and electronics</p> <p>NC:</p> <p>To 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</p> <p>To 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</p>
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Torkington Art and Design Overview

	<p>paper template for a mobile phone case.</p> <p>To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities in the context of selecting decorative techniques and fastenings for felt phone cases.</p> <p>To evaluate their ideas and products against their own design criteria in the context of evaluating a felt phone case against a design criteria created.</p> <p>ENRICHMENT DT CLUB ART CLUB ENTERPRISE WEEK</p>	<p>KS2 - about great artists in history</p>	<p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	
Year 6	<p>Fairground</p> <p>Aspect of DT: Electrical Systems</p> <p>Focus: More Complex Switches and Circuits</p> <p>NC:</p> <p>Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product</p> <p>Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.</p>	<p>Landscape Artists:</p> <p>Aspect: Water Colours</p> <p>NC:</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials</p> <p>about great artists in history</p> <p>ENRICHMENT DT CLUB ART CLUB ENTERPRISE WEEK</p>	<p>Super Seasonal Cooking</p> <p>Aspect of DT: Food</p> <p>Focus: Celebrating Culture and Seasonality</p> <p>NC:</p> <p>Understand seasonality in the context of when fruit and vegetables are in season in Britain.</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed in the context of where food is reared, caught and processed in the United Kingdom.</p> <p>Understand and apply the principles of a healthy and varied diet in the context of the importance of protein in the diet.</p>	<p>Sculpting vases</p> <p>Aspect: Water Colours</p> <p>Clay</p> <p>NC:</p> <p>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 with a range of materials</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>about great designers in history</p> <p>ENRICHMENT DT CLUB ART CLUB</p>

Torkington Art and Design Overview

<p>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</p> <p>Continually evaluate and modify the working features of the product to match the initial design specification.</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>Select from a wider range of ingredients, according to their functional properties and aesthetic qualities in the context of selecting ingredients for a seasonal meal. Consider the views of others to improve their work in the context of improving their design for a seasonal meal.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal.</p> <p>Evaluate their products against their own design criteria in the context of evaluating their seasonal meals</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>the shape of the cam changes the movement of the follower</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of using tools and equipment to perform the job of cutting, joining and finishing wood to make a frame.</p> <p>ENRICHMENT DT CLUB ART CLUB</p>
<p>Automata Animals</p> <p>Aspect: Mechanical Systems</p> <p>Focus: Pulleys and Gears</p> <p>NC:</p> <p>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 in the context of researching animals that will be used in their mechanical models</p> <p>Understand and use mechanical systems in their products (for example cams) in the context of understanding how cams can be used to make a model move.</p> <p>Understand and use mechanical systems in their products (for example cams) in the context of understanding how changing</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	<p>Espress Yourself</p> <p>Aspect: Wire sculpturing</p> <p>NC:</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials</p> <p>ENRICHMENT DT CLUB ART CLUB</p>	

IMPLEMENTATION- DT

How are Art and Design Assessed?

EYFS- explore pupil voice and record their skills, knowledge and reflections using their floor books.

These are linked to the areas of development.

Year 1 to Year 6- The children self assess their learning at the end of each lesson.



Year 3 Design and Technology

Aspect of D&T- Food Focus- 2D Shape to 3D product

Skills and Knowledge Targets:	Pupil Assessment	Teacher Assessment
Designing <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. 	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
Making <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
Evaluating <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>
Technical knowledge and understanding <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>	Emerging <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding <input type="checkbox"/>



Key Vocabulary

user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

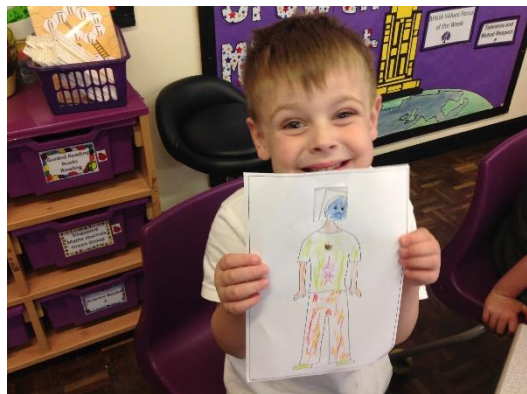


RESEARCH- MOVING PICTURES



nurturing potential, inspiring excellence

DESIGN- MOVING PICTURES

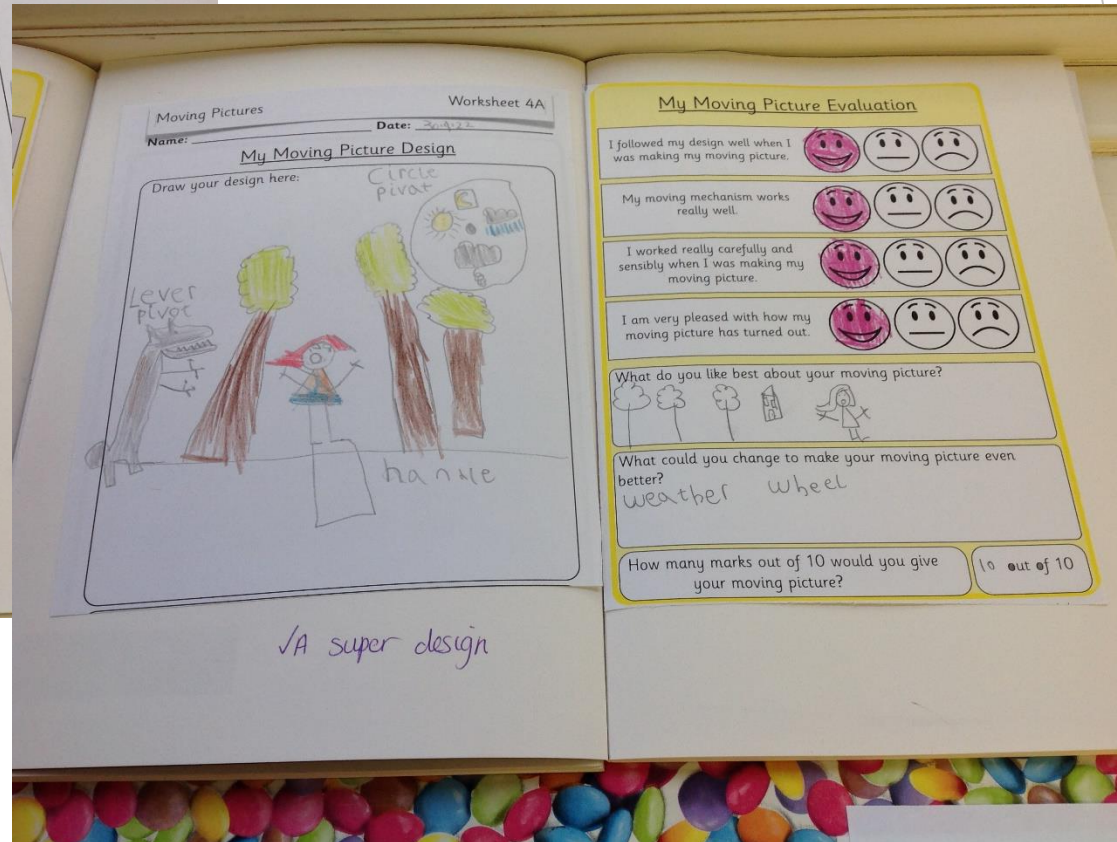
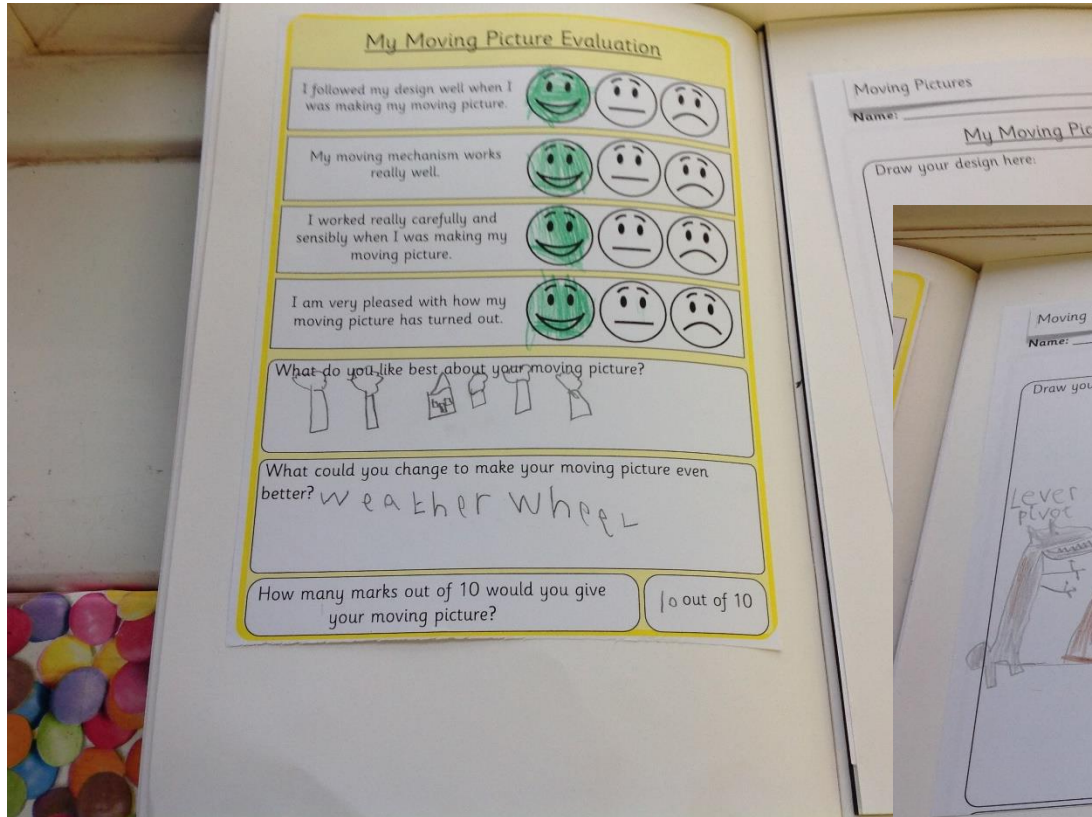


MAKE- MOVING PICTURES



nurturing potential, inspiring excellence

EVALUATE- MOVING PICTURES



EXTRA CURRICULAR OPPORTUNITIES

- ▶ Each week children from reception to Year 6 are offered extra curricular clubs, that are run by our teachers and teaching assistants.
- ▶ The children have a choice of clubs that include opportunities to rehearse, explore and develop their Art and DT skills and knowledge.
- ▶ **Reception and KS1** are offered: Messy and Science club.
- ▶ **KS2 are offered:** Art, Computing and DT club

Pupil Voice



IMPACT

ART AND DESIGN TECHNOLOGY



nurturing potential, inspiring excellence

IMPACT



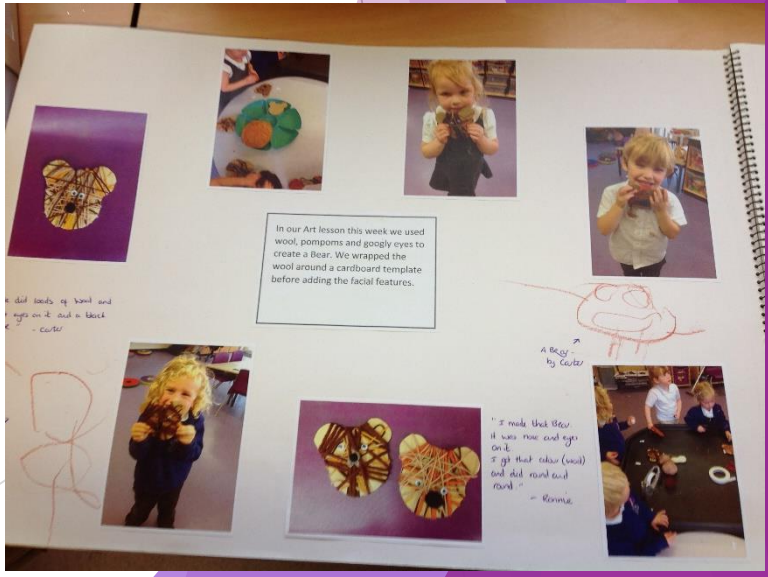
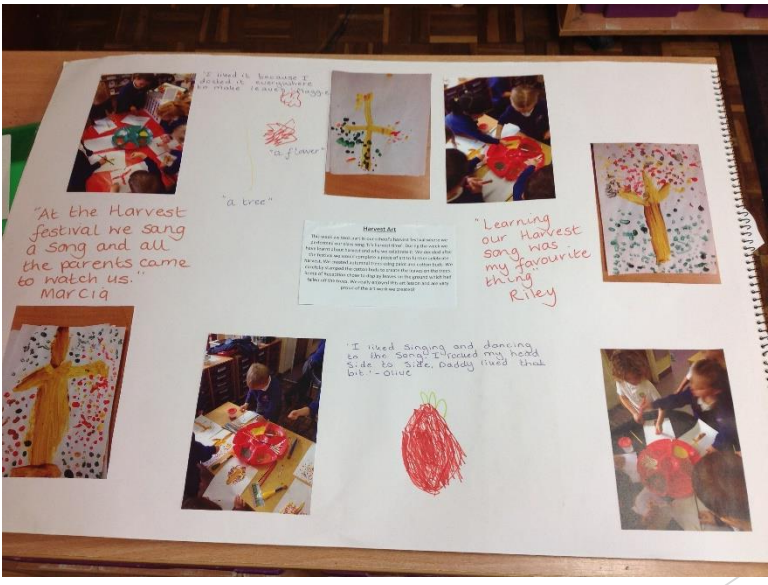
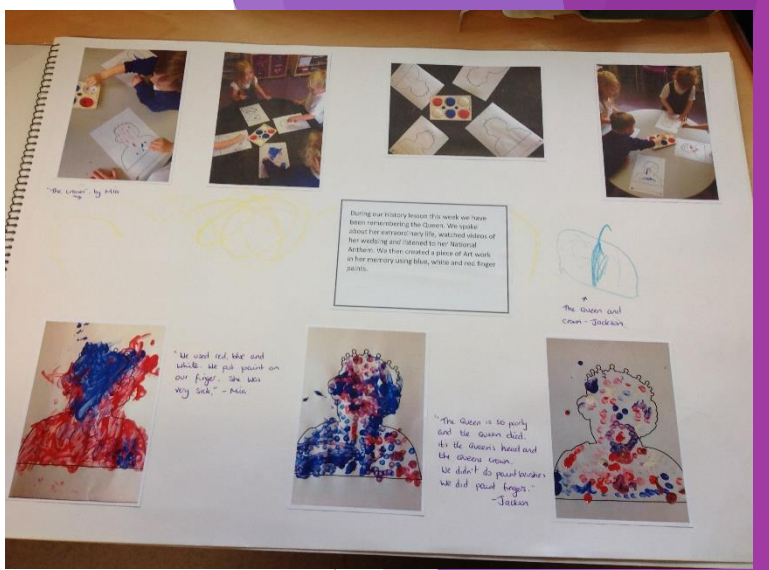
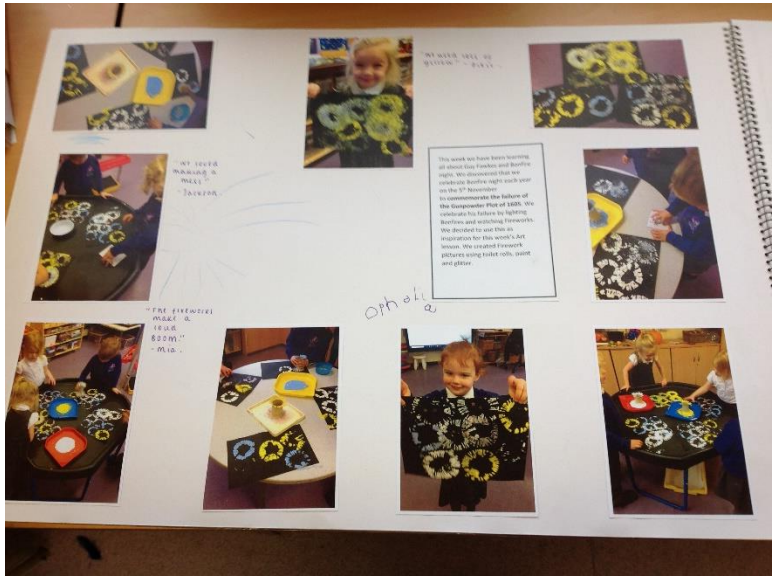
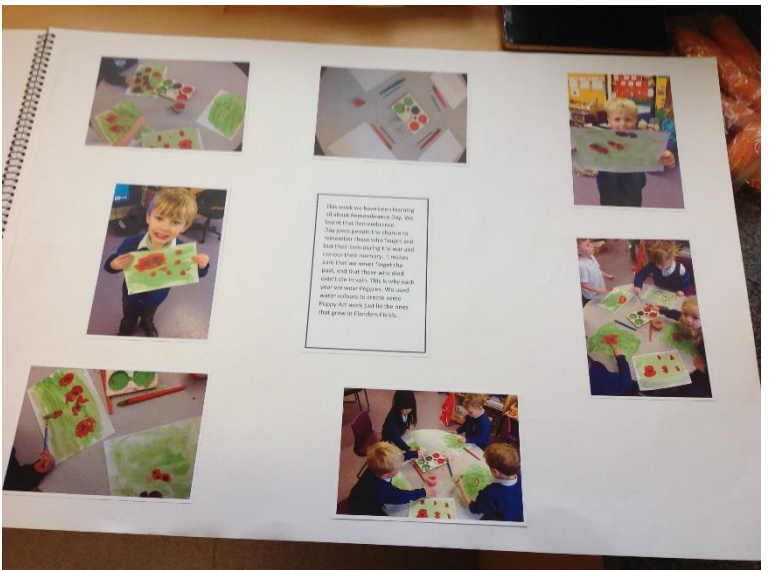
- ▶ Art and DT learning is recorded in sketchbooks across the school and should typically evidence all four stages (Drawing, painting/printing, collage/sculpture and responding to art). We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.
- ▶ Teachers assess children's knowledge, understanding and skills in Art and DT by making observations of the children working during lessons. Each session has key assessment questions that will be discussed. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. After each half term's work assessment grids are completed by class teachers, showing children's attainment. After the assessment grids have been updated, the Art and DT leader analyses the data and provides feedback in order to inform and improve future practice.

IMPACT - PUPIL VOICE/BOOK LOOK

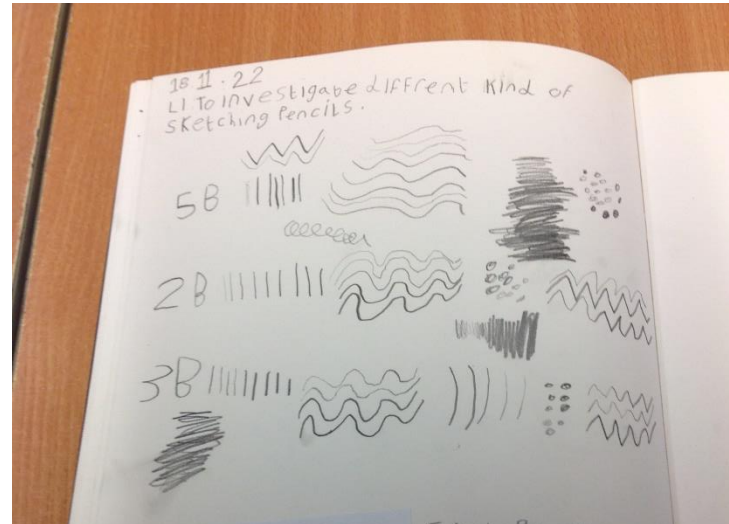
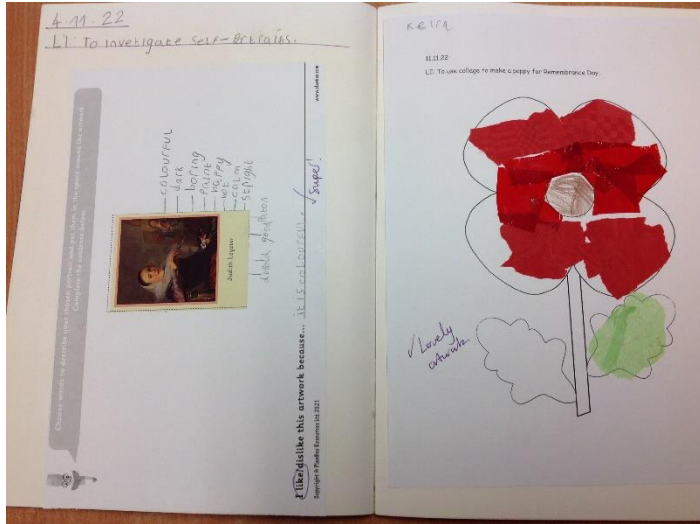
- ▶ At the end of each half term, the content and quality of our Art or DT Lessons are monitored.
- ▶ Children complete a pupil assessment reviewing their skills and knowledge at the end of each sessions. This is also completed by the class teacher and discussion with peers.
- ▶ These self assessments allow the children to express their views on the Art/DT and skills they have developed, as well as gauging enjoyment levels. This information is then collated and shared with the Art/DT Co-ordinator, who assesses the information and uses it to influence future planning.
- ▶ **Next step:** Children would really like to have a choice of their next focus artist. Maybe give them the option of artists that are linked to the skills and knowledge we want them to learn and allow them to choose from 3 artists to focus on.
- ▶ See next slide for feedback and book look examples of learning.



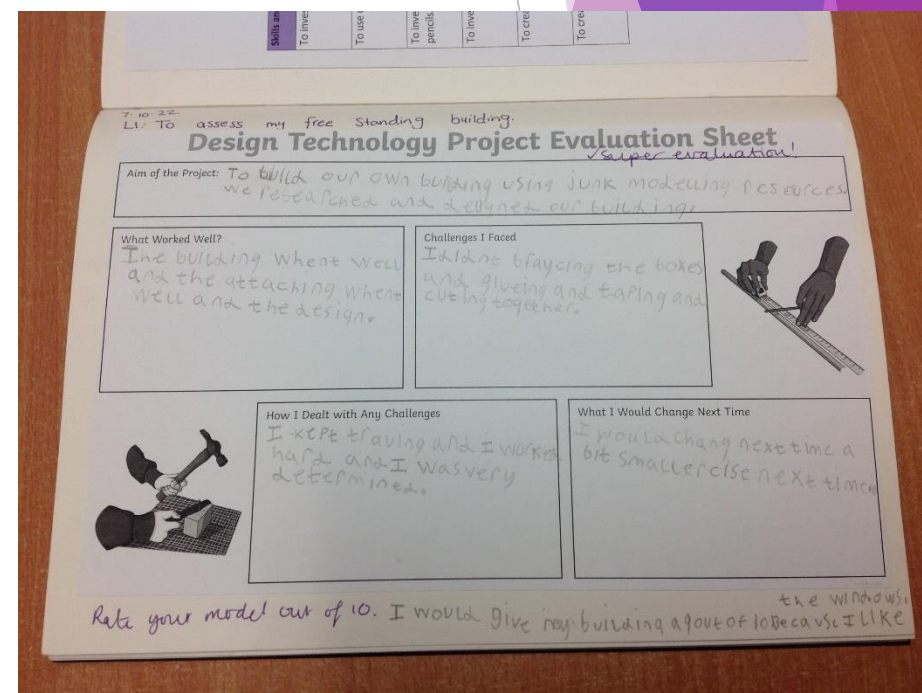
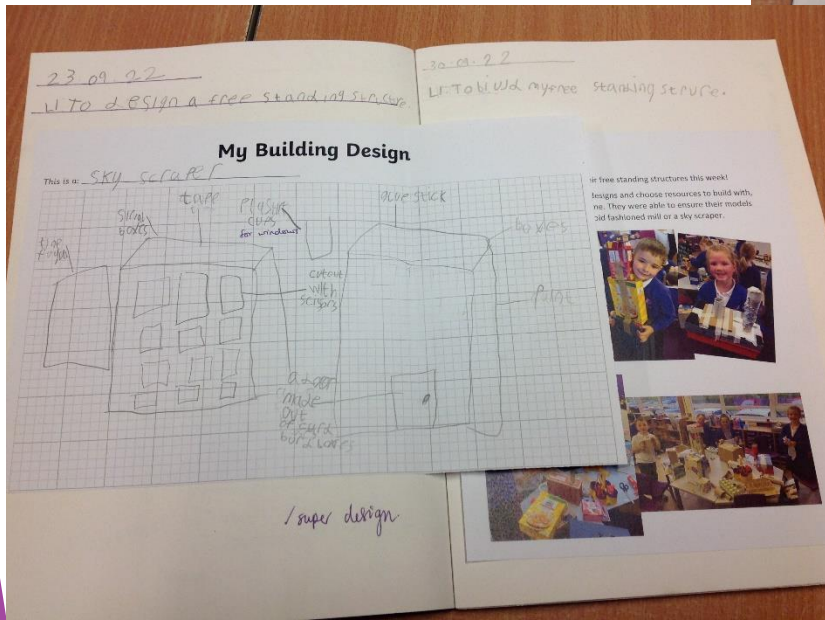
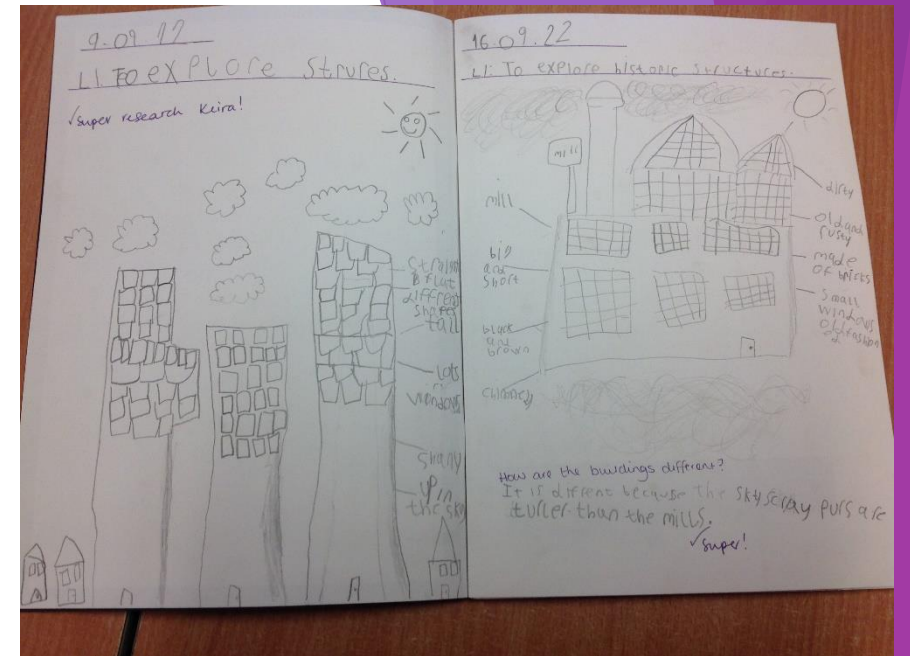
EYFS



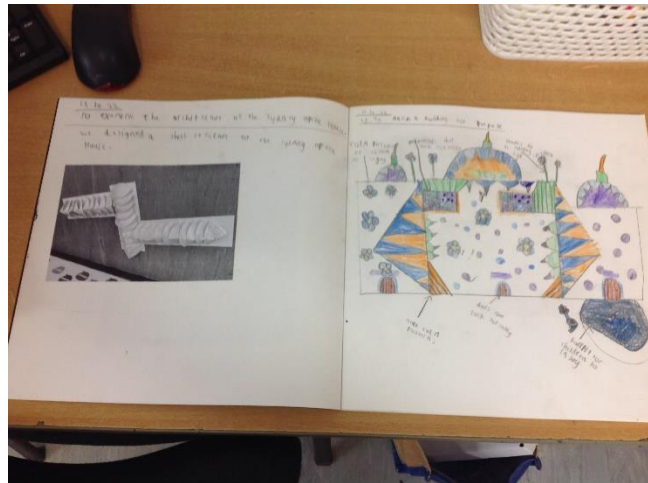
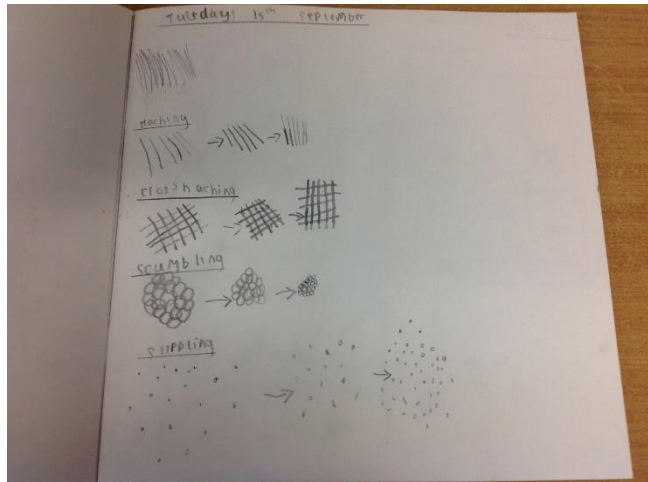
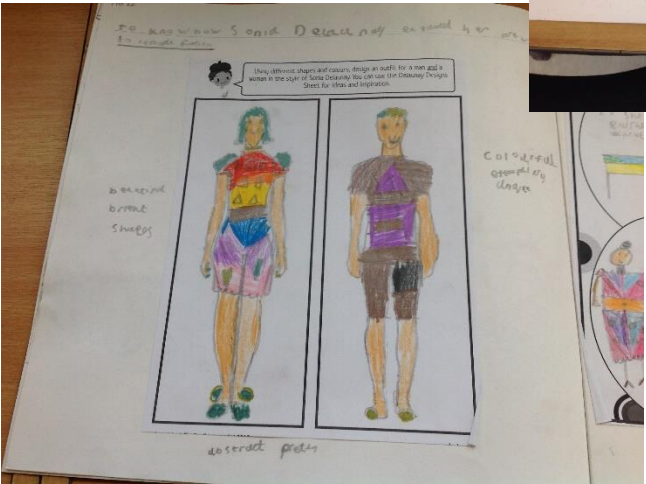
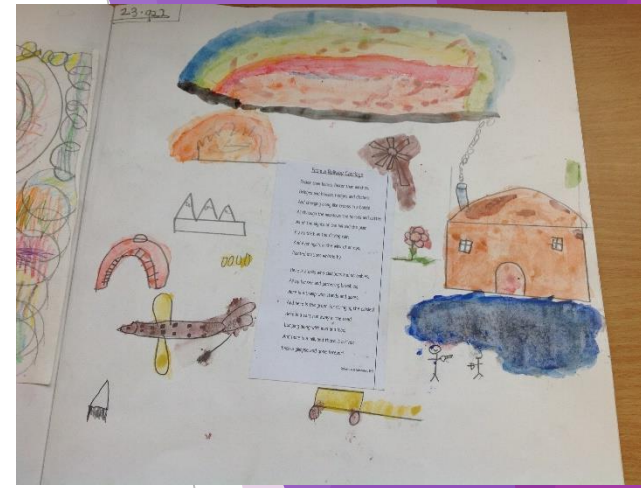
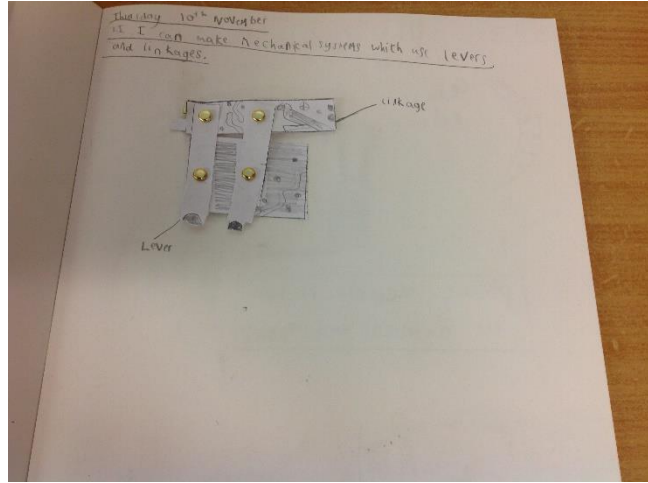
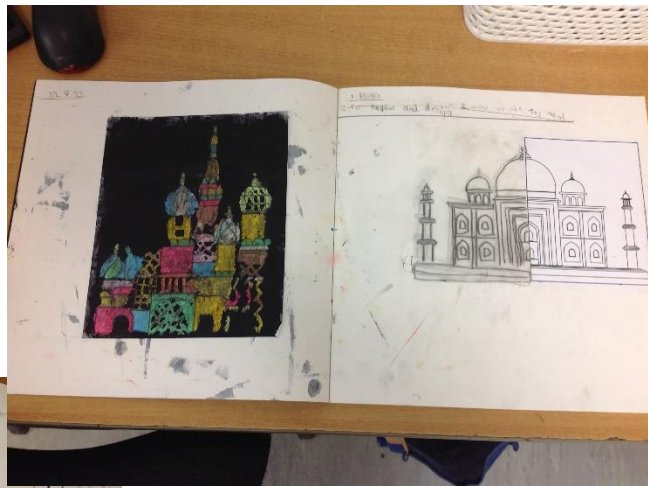
KS1



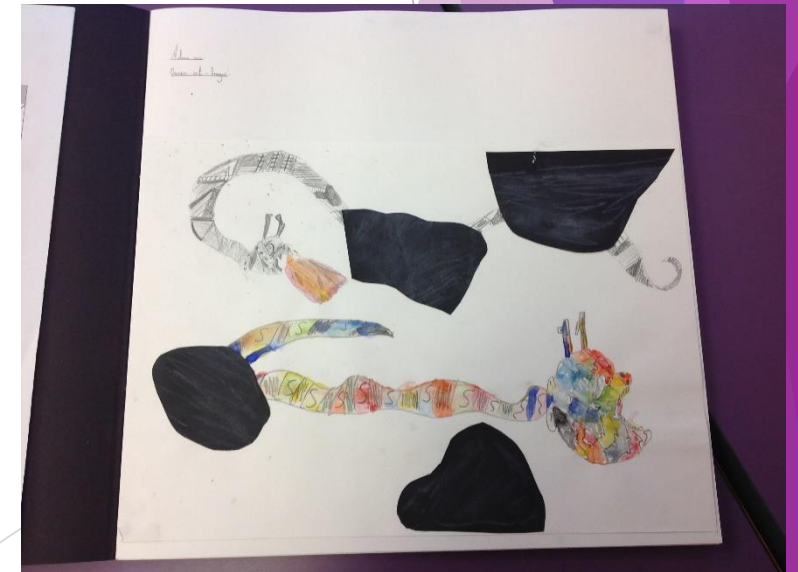
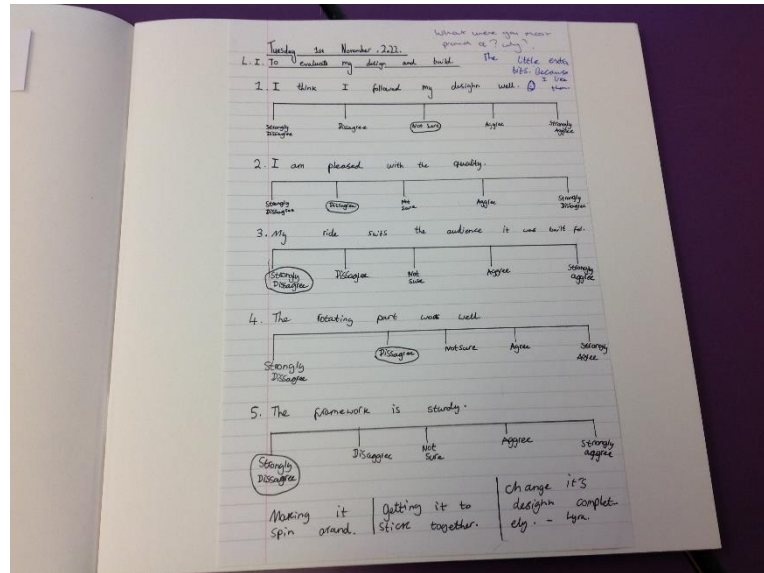
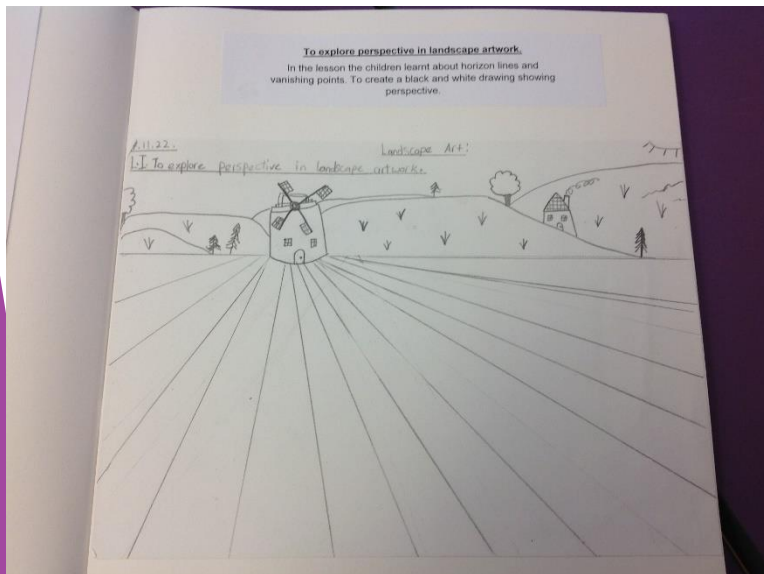
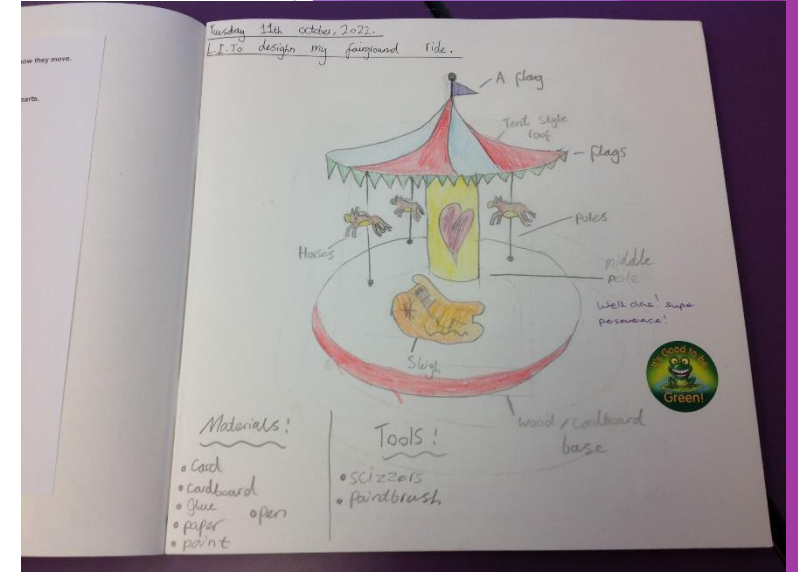
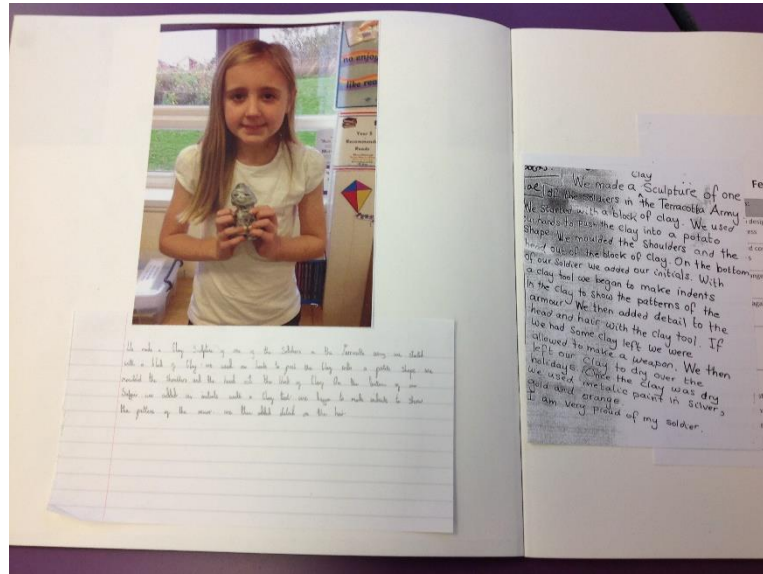
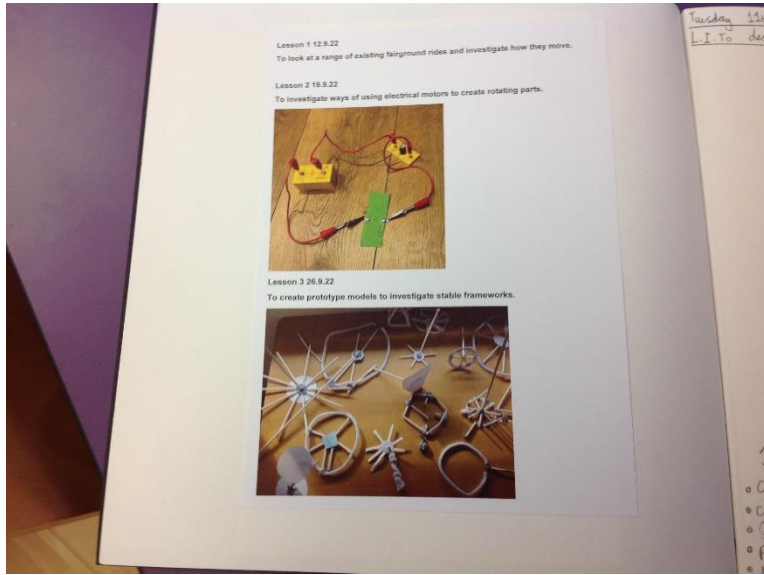
Why do the different pencils make different marks?
Each pencil has a different texture.
✓ Good!



LKS2



UKS2



Community Angel- Norbury Church

- ▶ A small group of children worked alongside Mrs Owen (TA) to design and create a community angel for our local church. This was displayed in Norbury Church throughout the Christmas season. Making links with the community is very important and many families fed back to school about seeing the display.
- ▶ This year, we were chosen to take part in the Norbury Church Angel Festival. We designed and made our angel all-inclusive by using different skin tones and a not a specific gender. On the bottom of the dress we have shown a variety of different types of genders that we have in our community. We also included how our school is eco-friendly with the leaf halo. We are thankful that we were chosen to create this piece of artwork. By Miley, Kristyn, Abigail, Chloe, Lyra, & Mrs Owen



IMPACT - STAFF VOICE

- ▶ Based off a staff voice centred around overall teaching confidence surrounding Art and Design Technology, the results found that...
- ▶ Staff 's review of the PlanBee Art scheme of work demonstrated...
- ▶ Staff 's review of use of the Projects on a Page scheme of work for Design and Technology found...



NEXT STEPS:

- ▶ Termly Art Celebrations on Dojo/ Art area of the website.
- ▶ Curriculum intent, progression of skills and knowledge.
- ▶ Staff/ child training
- ▶ Extra-curricular clubs
- ▶ Cross curricular links
- ▶ Art trips to look at galleries
- ▶ Artsmark



EXTERNAL ART/DT EXPOSURE

- ▶ <https://www.creativityexchange.org.uk/creativity-collaboratives>
- ▶ <https://www.artscouncil.org.uk/>
- ▶ <https://manchesterartgallery.org/learn/families/>
- ▶ <https://manchesterartgallery.org/learn/schools-and-colleges/>
- ▶ <https://manchesterartgallery.org/learn/families/>

