

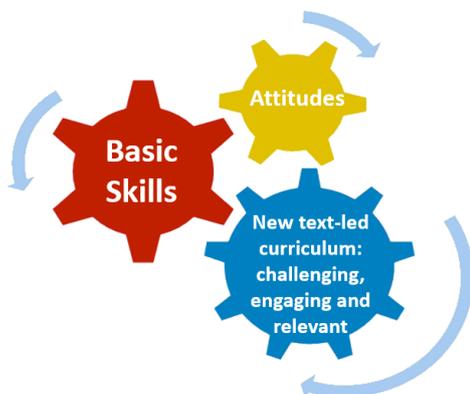
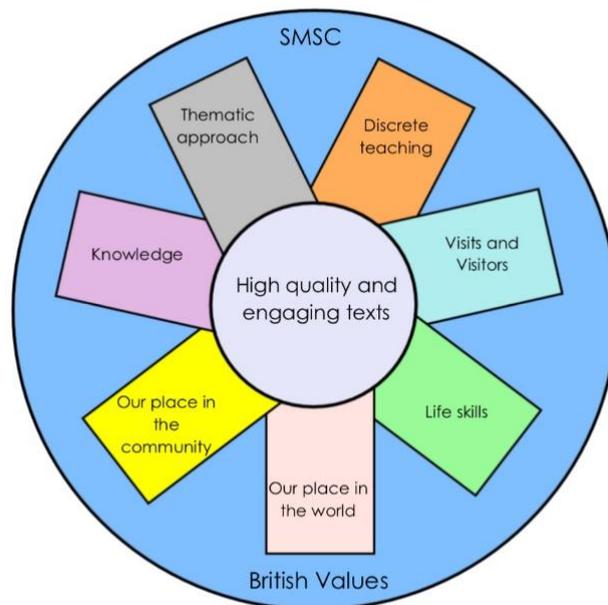


Art and DT Policy Document

Introduction and Wider Curriculum Intent

At Carnagill School, we believe that the curriculum we offer our children will:

- have high quality and engaging learning opportunities
- be practical and provide real life experiences
- develop the whole child – social, emotional, moral and spiritual development
- develop an understanding of their place in their community and in the world
- be knowledge and skills based which will prepare the children for life
- create a lifelong love of learning





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Intent, Implementation and Impact

Through our Art and DT curriculum we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge.

Art is one of the highest forms of human creativity. We believe that our Art and DT curriculum encourages our pupils to express their creativity through planning, designing and making. Our Art and DT curriculum enables pupils to develop a natural sense of curiosity about the world around them.

Art and DT also contributes to children's personal development in creativity, independence and aspiration, covering and encouraging the basic skills and attitudes across the curriculum.

Basic Skills and Attitudes across the Curriculum

The quality of education is underpinned by:

| Basic Skills | Attitudes |
|-----------------------------|--------------|
| Talk | Independence |
| Vocabulary | Curiosity |
| Handwriting | Pride |
| Spelling and grammar | Aspiration |
| Arithmetic (as appropriate) | Commitment |
| | Kindness |

Intent

At Carnagill, we aim for a high-quality Art and DT curriculum which engages and inspires children. Our Art and DT curriculum provides children with opportunities to develop and extend their knowledge and skills and to be able to express their individual interests, thoughts and ideas.

Our curriculum is skills-based and, over time, children will develop their knowledge and skills within a range of medias such as drawing, painting, printing, collage, textiles and sculpture and they will be given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of artists and designers, past and present, and develop a knowledge of a range of styles.

DT provides children with an opportunity to use their creativity and imagination to design and make products, considering their own and others' needs, linking their learning to other subjects across the curriculum such as science and maths.

Implementation

Curriculum design:

Our Art and DT curriculum is taught through engaging and exciting topics where children are given opportunities to link their learning in a cross-curricular way, as well as creating links to real-life. We aim to ensure that children:

- produce creative work, exploring their ideas and recording their experiences
- Become proficient in basic art skills such as drawing, painting and sculpture
- Evaluate and analyse creative work, using language related to Art and DT
- Know about past and present artists, craft makers and designers
- Understand the historical and cultural development of their art forms



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Big Questions:

Art and DT lessons are all linked to a 'big question' relating to the children's current topic. This helps to create links within the children's learning and allows them to understand how all learning is connected through the curriculum.

Within Art and DT, children explore ways to represent and express their feelings and emotions, as well as show their knowledge and understanding of other subjects such as history, geography and science.

Knowledge and Teaching:

Within our Art and DT lessons we use a variety of teaching styles. Our main aim is to develop children's knowledge, skills and understanding. Learning opportunities will include individual, small group and large group work to give children the opportunity to share their ideas and reflect upon their work, thinking critically and creatively. Direct teacher inputs will be used to develop children's understanding of skills and techniques as well as correct vocabulary. Enquiry-based learning will give children the opportunity to share their own findings, thoughts, ideas and feelings relating to their learning.

Teaching and learning shows the progression of skills as children move throughout school. In line with the National Curriculum, children learn basic art skills such as drawing, painting, printing, collage, textiles and sculpture in EYFS and KS1 and are able to refine and develop these skills during KS2. Key knowledge and skills have been mapped across the school to show a clear progression from EYFS to KS1 and then to KS2.

Children will be given constructive, verbal feedback when a piece of work is finished and next steps where appropriate, with further opportunities to improve their work and ensure that their skills are being developed.

The evidence of children's work is collected within an art sketch book which follows the children from Year One throughout school. Photographs of larger, group or 3D pieces and work relating specifically to another subject may be kept within specific topic books which allows links between learning to be made and seen by the children.

Vocabulary Development:

Children will be introduced to a range of subject specific vocabulary. This vocabulary will be highlighted and modelled during teaching time. Teachers will have high expectations that children will try to use correct vocabulary and encourage them to do so.

Impact

Children will:

- Know more, remember more and understand more
- Retain knowledge about their focus artists for each unit of work, remember this knowledge and understand how to use and apply this in their own art and design work
- Understand what it means to be an 'artist'
- Be able to use relevant vocabulary to both Art and DT
- Learn how to take risks within their learning, becoming resourceful, innovative and independent



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Expectations- Art

EYFS

I can make choices of colours and textures to create new effects.

Year 1

To know about the work of famous artists.

To know the primary colours and to mix some secondary colours.

To choose the correct tools and to create for a purpose.

To use and understand vocabulary including; primary, secondary, colour, print, sketch, draw and paint.

Year 2

To compare their own work to the work of famous artists

To know how to show patterns, lines, textures and shading in my drawing.

To know how to use simple clay techniques and to talk about the techniques I used.

To use and understand vocabulary including; shading, light, dark and blending.

LKS2

To know how to replicate techniques of famous artists in their own work

To know how to mix secondary and tertiary colours.

To know how to pinch and pull clay to create a stronger model.

To use and understand vocabulary including; tone, shade, secondary, tertiary and perspective.

UKS2

To be able to give examples of the work of famous artists and to create original pieces inspired by these, comparing and reflecting upon their own work.



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| | |
|---|---|
| To know how to mix tertiary colours, tints and tones and to do so accurately. | To use shadows and light to create realism. |
| To use and understand vocabulary including; reflection shadow, portrait, landscape, texture, contemporary, subject, abstract and process. | |

Expectations- DT

EYFS

| |
|---|
| I can choose materials, decide which techniques are needed and create with a purpose. |
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Year 1

| | |
|--|--|
| To make products to meet a basic design brief. | |
| To know how to join and strengthen. | To know how to follow a simple recipe. |
| To use and understand vocabulary including; saw, glue, cut, stitch, cook and bake. | |

Year 2

| | |
|--|---|
| To design, make and evaluate products and use relevant materials, discussing their plan and detailed labels. | |
| To know a range of simple sewing techniques e.g. running stitch. | To demonstrate safe use of tools such as a saw, knife, grater and peeler. |
| To use and understand vocabulary including; sew, needle, thread, eye, know, tearing, folding, axle, wheel and dowel. | |

LKS2

| | |
|--|---|
| To produce a clear design for a product and begin to reassess during the making process. | |
| To be able to choose suitable materials and tools to create a product. | To cook sweet and savoury dishes, taking care of hygiene. |



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To use and understand vocabulary including; brief, design, joining and reinforce.

UKS2

To produce a detailed design, make a high quality product and evaluate, exploring ways to improve a product to match a brief.

To know how to use a variety of stitches to join fabric and to understand the purpose of a seam.

To design, cook and safely store a balanced meal, including meat.

To use and understand vocabulary including; nutrition, prototype, stiffen, organic, process and sustainable.