



A&D and D&T

Intent/Why?



Art and Design

The Art and Design curriculum will provide opportunities for all children to understand and access the creative process, express themselves, develop resilience and work independently to create good outcomes. Our curriculum links to our mission statement which means that we aim children to become better versions of themselves and make the world a better place.

Our Art and Design curriculum is created to give pupils every opportunity to develop their artistic ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and the Indian culture. Introducing the children to the work of renowned artists gives them the opportunity to experience the amazing achievements of these great works of art and enrich their cultural capital.

The intent of our Art education is to equip children with the essential skills, knowledge, vocabulary and understanding to convey their individual responses confidently and independently to ideas and experiences in a visual or tactile form. We envisage art and design to ignite children's passion and imagination as it is a means of personal expression, providing valuable opportunities for them to reflect upon their own work and that of others with increasing sensitivity.

D&T

It is the intent of Krishna Avanti Primary School for Design Technology to be taught in all year groups through one topic per half-term. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

We promote, where appropriate, the implementation of cross-curricular links with other subject areas/themes - where the children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. Pupils are also encouraged to become innovators and risk-takers, building up their resilience to solve problems posed by and developing and building a repertoire of strategies in which to use.

Implementation/ **How?**



Art and Design

To ensure ambitious standards of teaching and learning in art and design, we implement a spiral curriculum that is progressive throughout the whole school. All learning will start by revising prior skills and art knowledge to support children's recall of previous learning and make connections. Staff will model or demonstrate explicitly subject-specific vocabulary, knowledge, and skills relevant to the learning.

Our Art and design skills progression map has been designed by using KAPOW as a resource for teaching and learning where planning progressively develops children's skills in art through well-planned weekly lessons in Key Stage 1 and 2 which can be linked to a theme in Science, English, Humanities, PRE or the main theme of a term. By understanding the formal elements of art (colour, form, line, texture, tone, pattern and space) children can create work that is purposeful.

Our Art scheme of work is designed with four strands that run throughout. These are: making skills, formal elements (line, shape, tone, texture, pattern, colour and space), knowledge of artists and evaluating.

These strands are revisited in every unit.

Our Skills Progression Map shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

The Art Leader ensures that appropriate resources are available, and that staff have the knowledge and techniques to use them. Regular training is provided to ensure skills and knowledge of teaching staff provide maximise progress for the children. The Art Leader supports colleagues in the planning, knowledge and teaching of Art and Design through demonstration lessons/team teaching and meetings.

At Krishna Avanti Primary School, we believe that Art should be taught as an individual subject as well as incorporated into other curriculum areas giving the children the opportunity to practise their skills. When possible, artists are invited to work with classes.

Teachers make professional judgements as they observe the children working. Discussion and questioning as well as evaluation of the finished product itself are also used. Assessment against National Curriculum criteria shows attainment and progress against age related expectations. Teachers are encouraged to make photographic records of children producing their artwork. Sketchbooks show an ongoing record of progression. The Art subject leader keeps evidence of the children's work across the school in photographs of displays. Display boards and our school's website serves to reinforce and celebrate success in artwork and activities.

D&T

The teaching of Design Technology across the school follows the National Curriculum. We have referred to and adapted Kapow Primary's combined, long-term plan for two national curriculum

subjects: Art and design, and Design and technology. The plan is based on their schemes of work for Art and design and Design and technology and is for schools that alternate between the subjects each half term. Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Design and Technology also embeds our school values. It is an inspiring and practical subject, requiring creativity, resourcefulness, and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts. We promote, where appropriate, the implementation of cross-curricular links with other subject areas/themes - where the children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.

Pupils are also encouraged to become innovators and risk-takers, building up their resilience to solve problems posed by and developing and building a repertoire of strategies in which to use. Children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

There are three core activities children engage with in Design and Technology:

1. Activities which involve investigating and evaluating existing products
2. Focused tasks in which children develop particular aspects of knowledge and skills
3. Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

These three activities are combined in sequence to create a Design and Technology project.

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, the children are taught to:

Design:

1. 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
2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces

1. Make:

2. select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
3. 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

4. Evaluate:
5. investigate and analyse a range of existing products
6. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
7. understand how key events and individuals in design and technology have helped shape the world
8. Technical knowledge:
9. apply their understanding of how to strengthen, stiffen and reinforce more complex structures
10. understand and use mechanical systems in their products along with electrical control mechanisms.

Key skills and key knowledge for Design Technology have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.

Impact/ So What?



Art and Design

Our aim, at Krishna Avanti Primary School is to ensure that all children experience art and design in a supportive and collaborative ethos for learning by providing practical, first-hand opportunities. Emphasis is placed on a skills-based approach to learning where children experience how to use art resources, equipment and apply the skills taught to gain coherent knowledge and understanding of each unit of work covered.

At Krishna Avanti Primary School our aim is to ensure that all children are equipped with artistic skills and knowledge that will enable them to be ready for the next stage of their learning and for life as an adult in the wider world. We want our children to have thoroughly enjoyed learning about art and design and be able to recall their learning over time. We aim for them to be confident and be able to talk about their artwork using subject specific vocabulary and that the quality of work is good, demonstrating pupils are demonstrating a progression of skills throughout school, acquiring knowledge and vocabulary in an appropriate sequence.

D&T

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.