The Priory Church of England Primary School

ART & DESIGN

Intent of curriculum:

Our school vision '**Achievement for all, guided by God'**, demonstrates our goal, which is, to strive for every pupil to reach their potential or beyond and gain a life-long love of learning, regardless of their personal circumstances. We have a holistic approach to learning and we aim for every pupil to feel inspired, valued and cared for.

By the end of Reception: (Refer to the Knowledge Organisers)

Expressive arts and design

Exploring and using media and materials:

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

By the end of Year 2: Outcomes (Refer to the Curriculum Maps, Progression of Skills map & Knowledge Organisers)

- 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.
- To learn 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.

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.

The above skills will be addressed alongside the subject knowledge for the following themes in Year 1 and 2: New Beginnings; A Toy Story; Once upon a season; The Land that time Forgot; Where in the World Is Barnaby Bear? Love Yourself, Love Your World; Our Kingdom, our city; London's Burning; Queens That Made A Difference; Flight Of The Navigators.

By the end of Year 6: (Refer to the Curriculum Maps, Progression of Skills map & Knowledge Organisers)

- 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.

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.

The above skills will be addressed alongside the subject knowledge for the following themes in Year 3 and 4: Scavengers and Settlers; My Body and Me; Mummy Magic; Secrets of the Sands; A River Runs Through It; Wonderful Wimbledon; Romans on the Rampage; Invaders and Settlers; The Enchanted Rainforest; The Vanishing Rainforest; First King of England; First King Of England; United We Stand.

The above skills will be addressed alongside the subject knowledge for the following themes in Year 5 and 6: Eureka; Who let the Gods out? Once upon a time in Baghdad; Wise Words and Wisdom; The Power of the People; Junior Apprentice; Battle of Britain; Travelling Green, Keeping London Clean; Lonely Planet Guide To Europe; Tyranny vs Democracy.

Implementation of curriculum:

At The Priory we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners, which are what we strive for; promoting challenge and a 'love' of learning.

In order to ensure 'Quality First Teaching' in Art & Design, we strive for the planning to be personalised to each class and the individuals within them. Planning should incorporate clear differentiation, catering for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils. It should ensure a clear success criteria, so the pupils have an idea of where they are heading; it should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenge for all the pupils within the class. Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect and evaluate their progress and understanding within lessons, allowing for adaptation and the appropriate response. Thereby modelling to pupils, how to be reflective and respond accordingly. At The Priory we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond in Art & Design, by providing an enriching curriculum, full of creative and extra-curricular opportunities.

Monitoring Impact:

At The Priory we ensure the effective monitoring of the impact of Art & Design by ensuring our Senior Leadership Team carry out the following activities and support our phase leaders and subject leaders to develop their subject knowledge and experience with managing, supporting and monitoring Art & Design:

Planning audits, book audits, learning walks, reviewing the learning environments, lesson observations, data analysis and pupil voice.

An evaluation of all of the above activities feeds in to the subject review and leads to the subject action plan. The subject leader regularly updates and informs the school governor of Art & Design on the monitoring and the evaluation of it. These can feed into our overall School Development Plan, if appropriate.