**Red Hall’s Art & DT Curriculum**

**Leader – Miss Newhouse**

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| **The Intent of our Art and DT Curriculum is** | to provide our pupils with **creative and rich learning experiences** as well as to provide opportunities to inspire curiosity. We view The Arts as opportunities for pupils to be as creative and as imaginative as possible – **the sky is the limit!**  We believe that art is a vital and essential part of children’s education, and like Pablo Picasso we believe **“every child is an artist”.** Our scheme of work, developed from the National Curriculum, includes aspects of appreciation, art history and experimentation. Artists, inventors, designers and styles and cultures from around the world are studied. Our lessons are incorporated across the curriculum, making learning fun, **bespoke** and accessible by all pupils.  Our curriculum enables children to experiment in Art with their ideas, their use of colour, texture, form, pattern and different materials, processes, evaluation and technical knowledge. We understand Art and DT can be difficult and scary for some children with so many possibilities, there isn’t just one right or wrong answer within The Arts – it’s open to interpretation. Sometime our children like having one answer so we offer ideas to look at first, we look at how some techniques artists and designers use to use in our own pieces. Within our curriculum a big focus is self-reflection and **risk taking** which over time builds **resilience**. There are so many aspects of art and design from mechanisms to textiles and painting to sculpting, that each child can find their **individual** **talents** and we can laugh and learn from the pieces that didn’t go so well. ***“The man who makes no mistakes, does not usually make anything”*** *-* Edward Phelps.  We know not all of our children have access to art and design resources at home so family members who our children live with may lack understanding – it is a daunting subject to many! This adds to the scary thought of art and design; exploring lots of different techniques and materials which they may have never experienced before. This cautiousness lends itself to teachers too! Our teachers struggled with too much scope and a range of techniques to teach so this document was developed to ensure teachers had more guidance, children experimented and become skilled in art and design as well as ensuring all of the curriculum is covered.  With this in mind we now focus on an Artist each term as well as have a Design focus each term so the children **learn skills** over the term to combine into a finished project. When selecting artists and projects we think about what the children would gain the most from. For many of our pupil’s at Red Hall, they may never **experience** visiting other countries or meeting someone of a different culture. Therefore, our Art and Design curriculum will develop children’s understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists and designers throughout history.  The natural environment is an important stimulus at Red Hall Primary School. The children are often taken **outside** to draw in the natural light, in the woods and under the trees in our wonderful grounds. We encourage them to ask questions about what they see and **be explorers of the world around them**. In Early Years we focus on exploring mark making, colour mixing and combining materials. The children will have access to a wide range of collage, painting and drawing activities, using appropriate tools and art materials. This will help them explore and develop into their **artistic potential**, the children will be encouraged to develop their own creative ideas. During KS1, we focus on expanding creativity and imagination through providing art, craft and design activities relating to the **children’s own identity and experiences**. During Key Stage 2, Art and Design is about **deepening** the children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Each year we build upon the year prior and witness children **blossom** into budding artists in their own way. |
| **The experiences your child will receive are** | At Red Hall Primary School, we want the children to have a say in their learning. We focus on their **interests** as much as we can, as well providing **unique and enriching opportunities.**  As a pupil at Red Hall, your child will have access to a wide range of experiences:   * **Whole School Exhibitions** each year each class is given an Artist/skill to study and a project to complete. The complete projects are displayed in the gym for the rest of the school, governors, parents and staff to see. This is always a big hit! * **Real life experiences** e.g. observational drawing of objects around them or making products that they would use * Museum visits e.g. Bowes Museum * Working with artists both internationally and nationally – we are **one of the only Primary Schools** in the North East to be part of The Rivers of the World Project. Our teachers are on training courses for this now. This is a two-year project which will consist of **two Lebanese artists** will be in school working with the children for three full days on specific skills, two of our teachers going to Lebanon to teach Art over there for a week and learn new skills as well as the children creating a final project at the end of the two years with all the new skills they have learned. We are pretty excited for this!! * Creating artwork for **Darlington’s Annual Carnival** * Regular competitions - Easter egg competitions, WW2 Poppy Competition as well as topic competitions. Last year we entered a Space Competition with ‘Vision for Education’ and we **won 1st, 2nd AND 3rd place!** The top prize was a telescope which is now in school!   Each half-term we focus on an artist, architect, designer or craft maker in each class and **learn skills** over the term to use in our finished project. In Art, the skills we focus on are called Formal Elements which consist of line, shape, form, tone, texture, pattern, colour and composition. We use the Formal Elements to discuss and evaluate Artwork as well as copy and adapt some skills for our own artwork. In DT, the skills are designing, making, technical knowledge and evaluation. |
| **By the end of their time at Red Hall, we hope our children have** | * Developed a **passion** for Art and DT * An understanding of basic Art and DT techniques * have developed a **wider** **cultural understanding** through our **enriched and broad curriculum** * At least one artistic skill they can achieve * A **sense of pride** in their achievements and the presentation of their work. * An understanding of a range of **skills that are transferrable** to other subjects * **Resilience**, to continuously improve and not see this as a failure. |

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**DT at Red Hall**

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| **National Curriculum Expectations** | **Red Hall Expectations** |
| **Early Years**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will 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.  **KS1**  The pupils should be taught:   * 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 information and communication technology * select from and use a range of tools and equipment & materials according to their characteristics * explore and evaluate a range of existing products, evaluate their products against design criteria * evaluate their ideas and products against design criteria * explore and use mechanisms; build structures, exploring how they can be made stronger, stiffer and more stable * use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.   **KS2**  The pupils should be taught:   * 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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of tools and equipment & materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * 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 * apply their understanding of how to strengthen, stiffen and reinforce more complex structures & understand mechanical systems & electrical systems * apply their understanding of computing to program, monitor and control their products. * understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | All of the National Curriculum  **AND…**   * Each half-term there is an Art/DT focus in every class and a skills focus. * When focusing on skills, the children will learn different elements each week to build up to a final project at the end of the half-term. * The children will learn about significant individuals e.g. artists, designers, craft makers, architects etc. this includes the person’s name, time period in which they lived, the reason they’re is being studied, their styles, techniques and the subjects of their work. * Over the course of the year the children will have covered **ALL** Art and DT objectives. |

**Whole School Units**

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|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | In Early Years the children have a continuous provision with areas set up for children to access. The children will explore textiles and structures through The Studio area which is a constant area.  Early Years will have a Mechanisms focus in Spring and a Food focus like the rest of the school in the Summer Term. | | |
| **1** | Mechanisms   * Levers / sliders | Structures   * Freestanding Structures | Food |
| **2** | Textiles   * Templates & joining | Mechanisms   * Wheels / axles | Food |
| **3** | Mechanical Systems   * Linkage & Levers | Structures   * Shell Structures | Food |
| **4** | Textiles   * 2D shapes to 3D products | Electrical Systems   * Simple circuits | Food |
| **5** | Structures   * Frame structures | Mechanical Systems   * Pullies / gears | Food |
| **6** | Textiles   * Combining different fabric shapes | Electrical Systems   * More complex circuits | Food |

**Early Years**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Early Years assess children based on months e.g. 22-36 months, 30-50 months, 40-60 months and Early Learning Goals (ELG) at the end of Reception. If the children achieve ELG they are viewed as ready for Year 1. The Art & DT statements are taken from the Development Matters Framework and put into the skills columns – some overlap.

Lullaby Lane is about developing preferences, gaining strength in their fine motor skills and most likely exploring art materials for the first time. In Nursery, we start to see children using more drawing techniques and exploring colour mixing, the children are also starting to use tools and equipment to make models. The children focus on exploring and being inspired by provocations and stories. In Reception, the children deepen their control on using tools and equipment, they manipulate materials and construct for a purpose. By the end of Reception, the children are expected to begin designing models, adapting where necessary and combining different media. Their skills in drawing, painting and models should now represent simple versions of e.g. people, objects or events. The children also begin looking at one or two artists to inspire them now, this will prepare them for Art & DT in KS1.

**Lullaby Lane**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.** | | | |
| **Textiles**   * I can explore a range of fabrics and textures. | **Structure**   * I am interested in simple mechanisms on toys and know how to operate them. | **Mechanism**   * I can experiment with blocks. | **Food**   * I can explore a range of foods. |

**Nursery**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * Lullaby Lane children will have tried turning on and operating some simple equipment as well as operating simple mechanical toys. | | | |
| **Textiles**   * I can explore a range of fabrics and textures. * I can use scissors to cut fabrics. | **Structure**   * I am experiment with stacking blocks. * I can use various construction materials. * I can join construction materials together. | **Mechanism**   * I show an interest in mechanical toys with knobs and pulleys. | **Food**   * I can wash and dry my hands myself before handling food. * I understand the need for a variety of foods. |

**Reception**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * In Nursery children will begin to talk about how things work, progress in their skills of making toys work, constructing by stacking and arranging shapes. | | | | |
| **Design** | * I can represent my thoughts through designs and select appropriate resources. * I can use language of designing and making e.g. join, build, shape, longer, shorter, heavier etc. | | | |
| **Make** | * I can make simple representations. | | | |
| **Evaluate** | * I can discuss what I like about what I have made. | | | |
| **Textiles**   * I can explore a range of fabrics and textures. * I can use scissors to cut fabrics. | | **Structure**   * I am experiment with stacking blocks. * I can use and join various construction materials. | **Mechanism**   * I show an interest in mechanical toys with knobs and pulleys. | **Food**   * I understand the need for a variety of foods. * I can explain healthy food choices. |

**Year 1**

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| **Links to previous knowledge:**   * In Reception children explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They also handle equipment and tools effectively. | | | |
| **Design** | * I have my own ideas. * I can explain what I want to do. * I can explain what my product is for, and how it will work. * I can use pictures and words to plan and begin to use models. * I can design a product for myself following design criteria. * I can research similar existing products. | | |
| **Make** | * I can explain what I’m making and why * I can consider what I need to do next * I can select tools/equipment to cut shape, join, finish and explain my choices. * I can measure, mark out, cut and shape with support. * I can choose suitable materials and explain choices. * I can try to use finishing techniques to make the product look good. * I can work in a safe and hygienic manner. | | |
| **Evaluate** | * I can talk about my work, linking it to what I was asked to do. * I can talk about existing products considering: use, materials, how they work, audience, where they might be used. * I can talk about existing products thinking about what is and isn’t good. * I can talk about things that other people have made. * I can begin to talk about what could make my product better. | | |
| **Structure**   * I can build structures including a free standing structure. * I am beginning to measure and join materials, with some support. * I can join materials in different ways. * I can suggest ways to make product stronger, stiffer and more stable. * I can describe differences in materials. * I can use joining, rolling or folding to make it stronger. | | **Mechanism**   * I can use levers or sliders. | **Food**   * I can wash my hands and clean surfaces * I can think of interesting ways to decorate food. * I can say where some foods come from, (i.e. plant or animal). * I can discuss how fruit and vegetables are healthy.   I can cut, peel and grate safely with support. |

**Year 2**

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| **Links to previous knowledge:**   * In Year 1, the children looked at designing products for an intended user and they followed a simple criterion. They learned how to use a running stitch, explored levers and build structures. | | | |
| **Design** | * I have my own ideas and plan what to do next. * I can explain what I want to do and describe how I may do it. * I can explain the purpose of my product, how it will work and how it will be suitable for the user. * I can describe my design using pictures, words, models, diagrams and begin to use ICT. * I can design products following a design criterion. * I can use my knowledge of existing products to produce ideas. | | |
| **Make** | * I can explain what I am making and why it fits the purpose. * I can make suggestions as to what I need to do next. * I can join materials/components together in different ways. * I can measure, mark out, cut and shape materials/components with support. * I can describe which tools I’m using and why. * I can choose suitable materials and explain choices depending on characteristics. * I can use finishing techniques to make the product look good. * I can work safely and hygienically. | | |
| **Evaluate** | * I can describe what went well, thinking about the design criteria. * I can talk about existing products considering: use, materials, how they work, audience, where they might be used and express personal opinion. * I can evaluate how good existing products are. * I can talk about what I would do differently if I were to do it again and why. | | |
| **Textiles**   * I can measure, cut and join textiles to make a product, with some support. * I can join textiles together to make a product. * I can carefully cut textiles to produce accurate pieces. * I can cut out shapes that have been created by drawing around a template onto the fabric. * I can begin to sew using a range of [basic stitches](https://www.twinkl.co.uk/resource/t-m-866-simple-sewing-stitches-display-posters) including a running stitch. | | **Mechanism**   * I can use wheels and axles. | **Food**   * I can explain hygiene and keep a hygienic kitchen. * I can describe the importance of varied diet. * I can say where food comes from (animal, underground etc.) * I can describe how food is farmed, home-grown, caught. * I can draw eat well plate and explain there are groups of food. * I can describe five a day. * I can cut, peel and grate with increasing confidence. * I can begin to measure using measuring cups and digital scales. |

**Year 3**

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| **Links to previous knowledge:**   * In Year 2, the children used a range of stitches, used wheels and axles, focussed on strengthening structures and began measuring ingredients. | | | |
| **Design** | * I can begin to research others’ needs. * I can show my design meets a range of requirements. * I can describe the purpose of the product. * I can follow a given design criterion. * I can create a plan which shows order, equipment and tools. * I can describe my design using an accurately labelled sketch and words. * I can make a prototype. * I can begin to use computers to show design. | | |
| **Make** | * I can select suitable tools/equipment, explain choices; begin to use them accurately. * I can select appropriate materials fit for purpose. * I can work through the plan in order. * I can begin to measure, mark out, cut and shape materials/components with some accuracy. * I can begin to assemble, join and combine materials/components with some accuracy. * I can begin to apply a range of finishing techniques with some accuracy. | | |
| **Evaluate** | * I can use the design criteria when evaluating. * I can begin to evaluate products considering: use, materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to understand by whom, when and where products where designed. * I can learn about some inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. | | |
| **Structures**   * I can build a shell structure * I can use appropriate materials. * I can work accurately to make cuts and holes. * I can join materials. * I can measure carefully to avoid mistakes. * I can make a strong, stiff structure. | | **Mechanical Systems**   * I can use levers and linkages to create movement. * I can use pneumatics to create movement. | **Food**   * I can follow a recipe and use equipment safely. * I can make product look attractive. * I can think about how to grow plants to use in cooking. * I can begin to understand food comes from UK and wider world. * I can describe how healthy diet= variety/balance of food/drinks. * I can explain how food and drink are needed for active/healthy bodies. * I can prepare and cook some dishes safely and hygienically. * I can grow in confidence using some techniques: peeling, chopping, slicing, grating etc. |

**Year 4**

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| **Links to previous knowledge:**   * In Year 3, the children used a range of stitches, used wheels and axles, focussed on strengthening structures and began measuring ingredients. | | | |
| **Design** | * I can research others’ needs. * I can show my design meets a range of the requirements and is fit for purpose. * I can begin to create my own design criteria. * I can produce a plan and say how realistic it is. * I can explain how the product will work. * I can make a prototype. * I can begin to use computers to show design. | | |
| **Make** | * I can select suitable tools/equipment, explain choices in relation to required techniques and begin to use them accurately. * I can select appropriate materials fit for purpose. * I can work through the plan in order. * I can think if the product is going to be of good quality. * I can begin to measure, mark out, cut and shape materials/components with some accuracy. * I can begin to assemble, join and combine materials/components with some accuracy. * I can begin to apply a range of finishing techniques with some accuracy. | | |
| **Evaluate** | * I can use the design criteria when evaluating. * I can begin to evaluate products considering: use, materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to understand by whom, when and where products where designed. * I can learn about some inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. * I can research whether products can be recycled or reused. | | |
| **Textiles**   * I can begin to devise a template. * I understand that a simple fabric shape can be used to make a 3D textiles project. * I can join fabrics using a range of stitches with increasing independence. * My sewing skills are becoming more accurate. * I can learn to add further decoration by adding buttons, beads, sequins etc. | | **Electrical Systems**   * I can use number of components in circuit including bulbs and buzzers. * I can program a computer to control a product. | **Food**   * I can explain how to be safe/hygienic. * I can think about presenting products in interesting ways. * I understand ingredients can be fresh, pre-cooked or processed. * I am beginning to understand about food being grown, reared or caught in the UK or wider world. * I can describe eat well plate and the importance of food and drink for active, healthy bodies. * I can prepare and cook some dishes safely and hygienically. * I can use some of the following techniques: peeling, chopping, grating, kneading and baking. * I can measure food to the nearest gram accurately. |

**Year 5**

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| **Links to previous knowledge:**   * In Year 4, the children began focussing on aesthetics when designing, they looked at mechanical systems including pneumatics to make movement and using bulbs and buzzers in circuits. | | | |
| **Design** | * I can use the internet and questionnaires for research and design ideas. * I can begin to consider the needs/wants of individuals or groups when designing a product and ensure it is fit for purpose. * I can create my own design criteria and I have a range of ideas. * I can produce cross-sectional planning and annotated sketches. * I can make design decisions considering time and resources. * I can refine ideas by making prototypes and patterned pieces. * I can use computer-aided designs. | | |
| **Make** | * I can select tools and equipment with a good level of precision. * I can produce lists of tools and materials needed. * I can choose appropriate materials considering functionality. * I can create a detailed step-by-step plan. * I can explain how my product would appeal to an audience. * I can mainly accurately mark out, cut and shape materials/components. * I can mainly accurately assemble, join and combine. * I can mainly accurately apply a range of finishing techniques. * I can begin to be resourceful in solving practical problems. | | |
| **Evaluate** | * I can evaluate the finished product against the specification, considering purpose and appearance. * I can test and evaluate the final product. * I can evaluate products considering: materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to evaluate how much products cost to make and how innovative they are. * I can research how sustainable the materials are. * I can talk about some key inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. | | |
| **Structures**   * I can reinforce and strengthen a 3D frame. * I can make more complex structures including a frame structure. * I can measure accurately enough to ensure precision. * I can make products that are strong and fit for purpose. | | **Mechanical Systems**   * I can use cams, pulleys and gears to create movement. | **Food**   * I can explain how to be safe / hygienic and follow own guidelines. * I can present a product well – interesting / fit for purpose. * I can begin to understand seasonality of foods. * I understand that food can be grown, reared or caught in the UK and the wider world. * I can describe how recipes can be adapted to change appearance, taste, texture, aroma. * I can explain how there are different substances in food / drink needed for health. * I can prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source. * I can use range of techniques such as peeling, chopping, slicing, grating, mixing. * I can begin to adapt a recipe by adding / substituting ingredients. |

**Year 6**

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| **Links to previous knowledge:**   * In Year 5, the children explored blanket stitches, used switches in their circuits and explore cams, pulleys and gears. They also began to adapt recipes by adding or substituting ingredients. | | | |
| **Design** | * I can draw on market research to inform design. * I can use research of a user’s view into account when designing. * I can identify features that will appeal to the intended user. * I can create my own design criteria and specification. * I can come up with innovative designs. * I can make design decisions considering resources and costs. * I can produce cross-sectional planning, exploded diagrams and annotated sketches. * I can make design decisions considering time and resources. * I can independently model and refine ideas by making prototypes and patterned pieces. * I can use computer-aided designs. | | |
| **Make** | * I can select tools and equipment with a good level of precision. * I can produce lists of tools and materials needed. * I can choose appropriate materials considering functionality. * I can create a detailed step-by-step plan. * I can explain how my product would appeal to an audience. * I can mainly accurately mark out, cut and shape materials/components. * I can mainly accurately assemble, join and combine. * I can mainly accurately apply a range of finishing techniques. * I can begin to be resourceful in solving practical problems. | | |
| **Evaluate** | * I can evaluate the finished product against the specification, considering purpose and appearance. * I can test and evaluate the final product considering if it’s fit for purpose and explain possible improvements if different materials had been used. * I can do thorough evaluations on products considering: materials, how well they have been made, whether they work, how they have been made, fit for purpose. * I can begin to evaluate how much products cost to make and how innovative they are. * I can research and discuss how sustainable the materials are. * I can discuss some key inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. * I can consider the impact of the product beyond the intended user. | | |
| **Textiles**   * I can use my own template. * I can consider seam allowance. * I can use a range of joining techniques including using a blanket stitch. * I can confidently make 3D products. * I can pin and tack fabric pieces together.   I can make products with increasing accuracy and independence. | | **Electrical Systems**   * I can use different types of circuits in product including a motor and a switch. * I can think of ways in which adding a circuit would improve product.   I can program a computer to monitor changes in environment and control product. | **Food**   * I understand a recipe can be adapted by adding / substituting ingredients. * I can explain seasonality of foods. * I can learn about food processing methods. * I can name some types of food that are grown, reared or caught in the UK or wider world. * I can adapt recipes to change appearance, taste, texture or aroma. * I can describe some of the different substances in food and drink, and how they can affect health. * I can prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.   I can use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |