

## **Art and Design**

Art and design allows children to express creativity. Art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop an understanding of art and design. They should also be able to compare work of artists and know how art and design reflect and shape our history, culture and creativity.

Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The national curriculum for art and design 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.

### **EYFS (3-5 year olds)**

In EYFS children will be exploring colour and texture using a range of materials and tools. They will be able to mix colours, experiment with a range of materials. Also children will be introduced to new textures and even be able to describe them. At the end of EYFS children will be able to manipulate materials and select techniques to shape and assemble them. This will link in DT skills, ready for KS1.

### **Key Stage 1 (5-7)**

Children will be learning how to become creative by experimenting with various materials and techniques. They will use drawing, painting, collage and sculpture to develop and share their ideas, experiences and imagination. Children will be learning about artists work and making comparisons.

### **Key Stage 2 (7-11)**

Pupils will be developing their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Subject content EYFS Pupils should be taught:

- To safely use and explore a variety of materials, tools and techniques.
- To experiment with colour, design, texture, form and function.

Topics covered in EYFS are:

- Junk modelling (DT link).
- Painting (colour mixing).
- Collage.

Key stage 1 Pupils should be taught:

- 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.
- 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.

Key stage 2 Pupils should be taught:

- 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 and technology is an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful and innovative. They develop a critical understanding of its impact on daily life and the wider world.

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 (5-7)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

Key stage 2 (7-11)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment.

Subject content Key Stage 1:

Pupils should be taught to:

- 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 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 and explore a range of existing products.
- Evaluate their ideas and products against design criteria.
- Use technical knowledge to 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.

### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. We use the basic principles of a healthy and varied diet to prepare dishes and to teach them an understanding of where food comes from.

#### Key stage 2:

Pupils should be taught to:

Design, 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. We teach them to 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 and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately and select them from 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. We teach them to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They learn to understand how key events and individuals in design and technology have helped shape the world around them.

Technical knowledge in applying their understanding of how to strengthen, stiffen and reinforce more complex structures. Teach them to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] which should help them apply their understanding of computing to program, monitor and control their products.

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to feed themselves and others affordably and well, now and in later life. We use the basic principles of a healthy and varied diet to prepare dishes and to teach them an understanding of where food comes from and how to apply the principles of a healthy diet. They are taught how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. This understanding teaches seasonality, and encourages the knowledge of where and how a variety of ingredients are grown, reared, caught and processed.