



Curriculum Intent for Design Technology

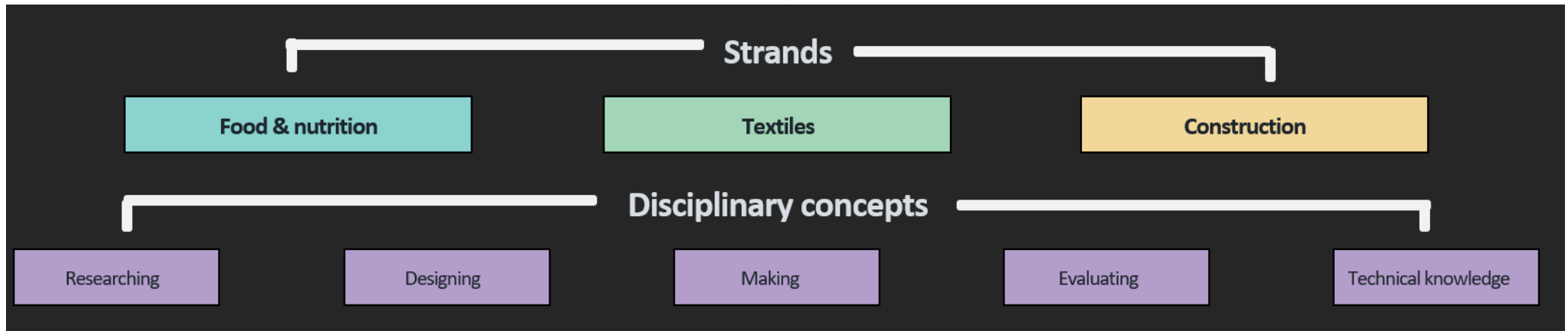
At Brown's C of E Primary School, we are Designers!

We want our children to love design technology and develop a true appreciation of the process of making. We want our children to have no limits to what their ambitions are and grow up aspiring to be engineers, graphic designers, fashion designers, architects or electrician.

Our curriculum is designed to give pupils every opportunity to develop their ability, nurture their talent and interests and express their ideas about the world, as well as learning about art from across the world, from different cultures and traditions and through history. Sequences of learning are carefully planned to engage, inspire and challenge pupils, resulting in them being able to know more, remember more and understand how their knowledge and skills can be applied to create their own works of art both within and beyond the classroom. Our curriculum aims to:

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

Design Technology is taught for the first half of each half term and alternates with Art. As a school, we believe this approach ensures the developing knowledge and skills learnt in each subject are transferred across the whole curriculum and makes the best use of our timetable. The strands of our Design Technology are as follows:



Our curriculum aims to ensure that pupils develop the practical knowledge of how to plan, create, make, evaluate and have the technical knowledge.

Implementation

- Design technology is taught in every year group, once per week during the first half term.
- Each child has a project folder. We give the child ownership of their folder in order to foster their sense of creativity.
- Every child is given the opportunity to learn the skills of planning, designing, making and evaluating.
- Through in-depth discussion, the pupils explore how their design can share commonalities with others and use subject-specific vocabulary to discuss key features and their own work.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Teachers follow a clear progression of skill which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
- Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.
- To support the development of the subject, staff use Grammarsaurus Scheme of work and resources.



-Cross- curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.

Early Years Foundation Stage

Expressive Art and Design Statutory Educational Programme

The development of children's **artistic** and **cultural** awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a **wide range of media** and **materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The **frequency, repetition** and **depth** of their experiences are fundamental to their progress in **interpreting** and **appreciating** what they hear, respond to and observe

How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.

In the revised Early Years Foundation Stage, Expressive Art and Design is broken down into two aspects:

- **Creating with Materials**
- **Being imaginative and Expressive**

Within our EYFS provision, children have access to and are actively encouraged to explore different media, finding out about their properties and exploring how it can be combined to create different effects. They develop a range of skills and techniques, experimenting with colour, design, texture, form and function.



We encourage the children to notice everything and closely observe the most ordinary things that can often be taken for granted, making use of our natural surroundings and the changes that can be observed across the year. Building on children's interests, our children are given the opportunities to create amazing inventions or make marks on paper that represent for them an experience or something they have seen. We encourage children to choose and use materials and resources in an open-ended way that helps them to make choices and to have confidence in their own ideas. We encourage children to delve into the world of pretence, build on their experience of the real world and transforming it into something new, through role play, mark making, junk modelling or a range of other areas. Children have the opportunity to create on both small and large scales indoors and out.

Within Expressive Art and Design, there are close links with many other areas of the Early Years Curriculum. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. Specific new vocabulary and key concepts are carefully planned for and introduced so that children have a secure foundation of knowledge onto which they can build upon as they move into Year 1.

How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Art and Design builds.

	Term 1	Term 2	Term 3	Term 6
Characteristics of effective learning	Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are: • Playing and exploring – children investigate and experience things and have a go • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things			
Educational Programme	Expressive Arts and Design – statutory framework The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what			



	children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Development Matters Reception Statements (Examples of what this could look like)	- Researching: (ELGs: Past and Present; The Natural World) I can talk about the lives of the people around me and explore what they do and use in their jobs (e.g. bakers, builders, designers) - Designing: (ELG: Creating with Materials) I can choose and talk about what I want to make and what tools and materials I might use. - Making: (ELGs: Fine Motor Skills; Creating with Materials) I can safely use tools like scissors, glue and construction toys to make something I imagined or planned. - Evaluating: (ELGs: Creating with Materials; Being Imaginative and Expressive) I can talk about what I've made, explain how I did it and say how I might change or improve it. - Technical knowledge: (ELGs: Creating with Materials; The Natural World) I can explore how to use materials and tools in different ways, noticing how they feel and what they can do when I join, layer or build with them.
End of year Expectations: (ELG)	Expressive Arts and Design ELG: Creating with Materials <i>Children at the expected level of development will:</i> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
Vocabulary:	Vocabulary – enriching and widening (subject specific relating to overarching topics) Art vocabulary children will be exposed to: Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design,
Link to Key texts (children could encounter these texts linked to Art)	Key texts are used to 'hook' learning See English Key Text overview Art books – Mixed, The Colour Monster



Design Technology Curriculum Cycle A

	Y1/2 Focus	Why this , why now?	Y3/4 Focus	Why this , why now?	Y5/6 Focus	Why this , why now?
Autumn 1 – Textiles	Seaside adventures What shapes and colours will bring my seaside collage to life?	Children have just returned from holidays with seashores fresh in their mind. <u>Vocabulary</u> attach, colour, collage, cool, cut, dark, decorate, fabric, felt, glue, join, layer, light, material, neat, pattern, secure, seaside, shapes, soft, texture, warm	Stone Age mysteries How can you make the perfect pouch for a Stone Age adventure?	Children are learning about the stone age in history, with links in the English curriculum too. <u>Vocabulary</u> appealing, cross-stitch, decoration, durability, fabric, fasteners, functional, historical, knot, needle, overstretch, pins, pouch, running stitch, seam, secure, Stone Age, templates, thread	Moonlit magic How can fabric and stitching create atmosphere?	Children are learning about the space race in history and English writing links to space. <u>Vocabulary</u> appliqué, appealing, atmosphere, backstitch, blanket stitch, composition, contrast, decorate, embellishment, embroider, fabric, hanging loop, layering, mood, overstretch, running stitch, secure, symbol, textile, theme



Spring 1 - Food	Plant power: Snack like Jack What tasty plant snacks help us grow strong like Jack?	Children are taught the benefits of healthy eating and benefits of certain foods. <u>Vocabulary</u> assemble, bean, chop, combine, cut, fresh, fruit, grow, harvest, healthy, ingredients, mash, mix, peel, plant, prepare, safe, savoury, seed, slice, smooth, snack, soft, spread, sweet, taste, vegetable	Roots and shoot What Winter dishes can we make with root vegetables?	Children learn about seasonality of vegetables in this topic <u>Vocabulary</u> assemble, chop, cold dish, colourful, flavour, fresh, grate, grater, healthy, hygiene, knife, peel, peeler, prepare, raw, rinse, safe, seasonal, slice, soak, soften, texture	Central America on a plate How can we cook a dish that celebrates its cultural flavours?	Children learn about the Mayans and the links with this topic. <u>Vocabulary</u> Central America, chop, combine, cuisine, culture, flatten, fold, fry, knead, mash, portion, prepare, press, recipe regional, scoop, serve, staple, stir, taste, traditional
Summer 1	Toy makers' workshop How can we make a toy from recycled materials that is fun and safe to play with?	Children build on their Early years knowledge to create their designs. <u>Vocabulary</u> recycled, material, explore, safe, plan, string, shape, cut, join, tape, glue, build, wheel, decorate, balance, test, improve, finished, durable	Magnetic mysteries How can we use magnets to make a model move mysteriously?	Children will have explored magnets in science and apply their knowledge. <u>Vocabulary</u> magnet, attraction, repel, hidden, force, poles, distance, material, precision, mechanism, secret, artefact, construct, align, ancient, secure, movement, interactive, symbol, treasure	Fairy-tale engineering How can we use pulleys and levers to solve a problem?	Children build on knowledge of pulleys and levers to create a fairy tale book. <u>Vocabulary</u> problem, fairytale, solution, pulley, lever, force, load, structure, connect, tension, effort, fulcrum, direction, resistance, pivot, reinforce, modify, measure, aesthetic

Design Technology Curriculum Cycle B

	Y1/2 Focus	Why this, why now?	Y3/4 Focus	Why this , why now?	Y5/6 Focus	Why this , why now?
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Autumn 1 – Textiles	Buzzing bookmarks How can you make a bookmark that's both fun and useful?	Children work on their fine motor skills developed in previous years. <u>Vocabulary</u> aida, appealing, appearance, bookmark, cross-stitch, decoration, durable, embroidery, fabric, functional, neat, needle, needle threader, running stitch, secure, stitches, thread, usable	Bag a story How can we create a functional and creative book bag?	Building on previous design and fine motor skills children improve on their sewing skills. <u>Vocabulary</u> accuracy, appealing, assemble, backstitch, capacity, construction, decorate, durable, fabric, fabric pens, functional, handles, leakage, neat, pattern, pinning, reinforce, seam, seam allowance, secure, sturdy	Trash to treasure How can you transform old materials into something new and amazing?	Children use their knowledge of reduce, reuse and recycle discussed in many areas of the curriculum to put their ideas into practice. <u>Vocabulary</u> adapt, appliqué, attach, backstitch, cross-stitch, durable, embellish, fabric, fasten, overstretch, opening, personalise, recycle, repurpose, running stitch, seam, seam allowance, sustainable, textiles, upcycle
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Spring 1- Cooking	Super veggies to the rescue How can we make veggies fun and delicious?	Children build on previous learning of nutrition. <u>Vocabulary</u> bake, coat, cooked, crisp, cut, dip, fresh, harvest, healthy, herbs, ingredients, knife, mash, mix, peeler, peel, potato, prepare, raw, safety, seasonal, slice, stir, toss, vegetable, wash, wedge	Chocolate that cares How can we make a chocolate treat that is fair for people and kind to the planet?	Children learn about fair trade and build this into their learning. Thinking of flavours and sustainability. <u>Vocabulary</u> appearance, aroma, cacao, chocolate bark, cooling, eco-friendly, ethical, Fairtrade, fermentation, flavour pairing, harvest, melting point, production, recyclable, roasting, sustainability, tempering, texture, shipping	Mix it up How can we mix recipes to invent an exciting new food?	Children build on their nutritional knowledge and begin experimenting with flavours. <u>Vocabulary</u> assemble, blend, chop, combine, cuisine, flavour pairing, fold, fresh, fusion, healthy, hybrid, innovation, layer, mash, mix, multicultural, prepare, recipe, reinvent, roll, savoury, slice, texture, trend
Summer 1 – construction	Rebuilding history How can we build strong and stable houses like those from the time of the Great Fire of London?	Children use their knowledge of the great fire of London to aid their building and planning of better housing. <u>Vocabulary</u> timber, thatched, wattle, overhang, material, strong, flexible, suitability, frame, support, brace, triangle, beams, feature, structure, diagonal, construct, stable, compress	Chariots in motion How can we use electricity to power movement in a Roman chariot?	Using their knowledge of the Roman's children build a chariot for racing. <u>Vocabulary</u> Roman, model, inspiration, chariot, circuit, wire, battery, bulb, mosaic, functional, switch, connection, build, attach, decorate, present, conductor, insulator, component, electricity	Electrifying creations How can we combine electricity and design to create a spooky, Gothic-themed model?	Building in their electrical knowledge children build a design for a gothic theme. <u>Vocabulary</u> Gothic, atmosphere, decoration, silhouette, circuit, component, series, parallel, layout, construct, connect, insulate, troubleshoot, motor, arch, architecture, hacksaw, bench hook, clamp



Essential Knowledge and Progression in the Design Curriculum - Cycle A

Year 1/2 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can look at seaside pictures and fabrics, and talk about the shapes, patterns and colours I notice.	I can choose colours and shapes to plan my seaside collage.	I can arrange and join fabric shapes securely to create my seaside collage.	I can compare my work with seaside pictures and say how well I showed my ideas.	I can explore how different fabrics feel and behave, and cut shapes safely and carefully.
Introduces children to fabric through simple collage. They learn to cut and arrange fabric shapes, begin to use joining techniques, and talk about colour, pattern and texture.				

Year 3/4 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore and compare different pouches, discussing their features and sorting them into groups.	I can design a pouch using a paper template and plan features such as size, shape and fastening.	I can sew fabric pieces together, add a fastening and make sure my pouch is strong and functional.	I can test and evaluate my finished pouch, thinking about what worked well and what I could improve.	I can practise stitches and fastenings for my pouch.
Extends sewing skills to joining fabric securely with seam stitches and adding fastenings. Children design and make a pouch, linking historical context to functional design.				



Year 5/6 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore the work of different textile artists and talk about how fabric, colour and stitching create mood and atmosphere.	I can design my wall hanging and use a template to cut fabric shapes accurately.	I can sew on my appliqué shapes and use blanket stitch to finish edges.	I can evaluate my wall hanging, explain how it creates atmosphere and suggest improvements.	I can use running stitch and overstitch to attach appliqué shapes securely and neatly.
Explores textiles as a medium for storytelling and atmosphere. Children combine appliqué, layered fabrics and decorative stitching to design and make a wall hanging with expressive impact.				

Year 1/2 Nutrition

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore different fruits and vegetables and talk about which ones are healthy snacks.	I can plan a simple snack using fruits or vegetables, choosing shapes and colours I like.	I can prepare a fruit or vegetable snack safely, cutting and arranging pieces to make it appealing.	I can taste my snack and say what I like about it and how I could make it even better.	I can explain how to prepare food safely by washing hands, using clean tools and cutting carefully.
Introduces simple, healthy food preparation with familiar fruits and vegetables. Children learn the basics of hygiene, safe cutting, and begin to understand where food comes from.				



Year 3/4 Nutrition

Researching	Designing	Making	Evaluating	Technical knowledge
I can learn about root vegetables and explain how they are used in seasonal dishes.	I can plan a winter roll recipe, choosing fillings that are colourful, healthy and tasty.	I can safely peel, slice and grate a range of vegetables and follow a simple recipe with support.	I can taste my winter roll, say how well my fillings worked together and suggest one improvement.	I can prepare vegetables safely, using peeling, cutting and grating skills with greater control.
Extends food preparation skills to peeling, slicing and grating while exploring seasonality. Children begin to link balanced diets with varied ingredients and follow recipes with support.				

Year 5/6 Nutrition

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore Central American ingredients and explain how culture and seasonality influence how they are used together.	I can plan how to adapt a traditional recipe for flavour, texture or presentation.	I can follow a multi-step recipe to prepare tortillas and dips with control and accuracy.	I can evaluate the taste, appearance and authenticity of my dish and suggest improvements.	I can describe key ingredients, select appropriate tools, and explain hygiene rules needed to prepare food safely and confidently.
Develops independence by preparing and cooking a multi-step dish (tortillas, salsa, guacamole). Children deepen their understanding of cultural influences on food and learn to adapt recipes.				



Y1/2 Construction

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore toys and talk about what makes them fun and safe.	I can draw a simple plan for my toy and choose materials to use.	I can build my toy using my plan, choosing materials and adding moving parts.	I can test my toy to see how well it works and how to make it better another time.	I can practise cutting and joining materials safely.
Introduces basic construction using everyday materials; explores stability using joining methods and simple mechanisms such as wheels and axles.				

Y3/4 Construction

Researching	Designing	Making	Evaluating	Technical knowledge
I can investigate how magnets work and identify everyday uses of magnetic forces in objects.	I can create a design criteria and plan an ancient Egyptian-themed model that uses magnets to create a surprising effect.	I can join materials to make a strong, functional Egyptian-themed model with magnetic effect.	I can evaluate my model against the design criteria and suggest improvements.	I can accurately join, reinforce, strengthen and join materials.
Introduces movement through magnetic forces to make a surprising effect on a mysterious ancient Egyptian-themed model or toy. Incorporates more advanced joining methods such as folds, slots, tabs, L braces and flanges.				



Y5/6 Construction

Researching	Designing	Making	Evaluating	Technical knowledge
I can investigate how mechanisms can solve real-life problems and link this to a problem in the world of fairy tale.	I can create design criteria and draw a labelled plan of a model fairy-tale theatre set with moving parts.	I can build a model of a model fairy-tale theatre set with moving parts.	I can evaluate my model against the design criteria and suggest improvements.	I can learn how pulleys, levers and linkages work.
Expands functional design by constructing a fairy-tale-themed theatre model or maquette with moving parts, incorporating pulleys, levers and linkages and building on previously taught mechanisms.				

Essential Knowledge and progression in the Design Curriculum – Cycle B



Year 1/2 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore different fabric products and learn how to thread a needle.	I can create a design plan for a bug-themed bookmark that is both functional and appealing.	I can sew two pieces of fabric together and add decorative stitching to create a functional bookmark.	I can test and evaluate my bookmark for durability, usability and appearance.	I can practise running stitch and cross stitch to strengthen and decorate fabric
Builds on basic joining by introducing simple stitches such as running stitch and cross stitch. Children learn that textiles can be both decorative and functional as they make bookmarks.				

Year 3/4 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore different bags and learn about textile designs, explaining how their ideas inspire strong, useful and appealing designs.	I can design a book bag for a specific user, using appealing decorations and motifs linked to a favourite story.	I can sew fabric pieces together neatly and securely to create my book bag.	I can test my bag for strength and use, and explain how well it meets my design goals, suggesting improvements.	I can explain the purpose of different stitches and how I used tools safely.
Develops construction skills through making a sturdy fabric tote bag. Children practise backstitch and handle attachment and explore how designers influence choices in functionality and style.				



Year 5/6 Textiles

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore the work of different textile artists and talk about how fabric, colour and stitching create mood and atmosphere.	I can design my wall hanging and use a template to cut fabric shapes accurately.	I can sew on my appliqué shapes and use blanket stitch to finish edges.	I can evaluate my wall hanging, explain how it creates atmosphere and suggest improvements.	I can use running stitch and overstretch to attach appliqué shapes securely and neatly.
Explores textiles as a medium for storytelling and atmosphere. Children combine appliqué, layered fabrics and decorative stitching to design and make a wall hanging with expressive impact.				

Year 1/2 Nutrition

Researching	Designing	Making	Evaluating	Technical knowledge
I can explore different types of potatoes and explain how they can be cooked in different ways.	I can plan potato wedges by choosing which herbs or seasonings to add.	I can peel and cut vegetables safely; I can follow a recipe step by step to prepare and cook potato wedges safely.	I can taste my potato wedges, say what worked well, and suggest one way to improve them.	I can use tools correctly and explain how to cook potatoes in a healthy way.



Builds on basic preparation by introducing baking and seasoning. Children follow a simple recipe and learn that different cooking methods affect healthiness and taste.

Year 3/4 Nutrition

Researching	Designing	Making	Evaluating	Technical knowledge
I can identify flavour combinations and textures that make chocolate delicious.	I can design a sustainable chocolate product that cares for the planet.	I can create a chocolate treat using Fairtrade ingredients and eco-friendly practices. I can use basic food preparation techniques confidently and hygienically.	I can evaluate my chocolate creation and explain how it reflects Fairtrade and sustainability values.	I can describe how ingredients are sourced and processed. I can explain what Fairtrade is and why it is important for cocoa farmers.
Introduces Fairtrade and sustainability, linking food choices to ethical and environmental impact. Children learn about food sources beyond the UK and create chocolate products with purpose.				

Year 5/6 Nutrition



Researching	Designing	Making	Evaluating	Technical knowledge
I can explain what makes a hybrid food exciting and compare chef creations, describing how flavour, texture and presentation contribute to their success.	I can design a hybrid dish that combines two techniques, planning ingredients, shape and decoration.	I can follow my recipe independently, making adjustments where needed to improve the outcome.	I can evaluate my dish for taste, appearance and inspiration, suggesting improvements with clear reasons.	I can explain why some flavour combinations work and apply preparation techniques carefully to improve flavour, texture and presentation.
Encourages creativity and independence by designing and cooking hybrid dishes. Children critically evaluate flavour, texture and presentation, applying advanced preparation and cooking techniques.				

Year 1/2 Construction

Researching	Designing	Making	Evaluating	Technical knowledge
I can find out about historical houses and say how they could be improved.	I can draw a plan for a strong Tudor model house with a simple moving part.	I can build a model of a Tudor house using card and sticks with a simple mechanism.	I can test if my model is stable and say how to improve it.	I can measure carefully, test how cross bracing makes a structure stronger and how simple mechanisms move.
Builds on modelling skills by designing historically inspired structures with improved strength and accuracy, incorporating a simple mechanism				



Year 3/4 Construction

Year

Researching	Designing	Making	Evaluating	Technical knowledge
I can explain how electricity can be used to create movement and how this is different from Roman times.	I can design a Roman chariot that shows how electricity will be used to power movement.	I can build a working electric Roman chariot by adding a motor and circuit to my chassis and testing and improving how it moves.	I can test, improve and evaluate my Roman chariot.	I can explain and apply ways to strengthen a chassis by building a stable wooden box-frame with wheels and axles.
Builds on structural and mechanical knowledge by creating a functional Roman chariot model that integrates a simple electrical circuit to power movement.				
Researching	Designing	Making	Evaluating	Technical knowledge
I can describe features of Gothic design using key vocabulary.	I can create a labelled design showing Gothic style and electrical features.	I can build a stable structure and add electrical features.	I can evaluate the success of the model against design criteria.	I can explain how electrical circuits work
Consolidates previous learning on mechanical and electrical systems by the construction of a strong, reinforced and aesthetically pleasing structure.				

5/6
Construction



Art and Design Links to Current Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
Research review series: art and design - GOV.UK (www.gov.uk) 22 nd February 2023	Schools should: Ensure curriculum content is chosen specifically to enable pupils to build practical, theoretical and disciplinary subject-specific knowledge and emphasise the connections between them to enable pupils to 'get better'. Practical - developing technical proficiency Theoretical - cultural and contextual content that pupils learn about artists and artwork Disciplinary - learning about how art is studied, discussed and judged. Curriculum content includes different ways of making and together these choices are cumulatively sufficient and provide pupils with a coherent understanding of art. The curriculum concentrates in enough depth on chosen areas of making for pupils to gain proficiency in those areas. Curriculum content includes practical knowledge about the methods, techniques, and styles related to these ways of making.	• In EYFS, our children have regular opportunities to explore and access Art and Design through teacher-led inputs, teacher-initiated activities as part of enhanced provision and child-led opportunities as part of their continuous provision offer. • Our curriculum has been carefully planned with great consideration of "why this? Why now?" to ensure it is sequential, allowing for the development and progression of skills and where appropriate linking to other curriculum areas to enable all pupils to 'get better' as they move through the Early Years, KS1 and KS2. • In Key Stages 1 and 2, pupils have a sequence of focussed Art and Design for a half term, followed and preceded by a sequence of Design and Technology. This rotation enables links between the knowledge acquired in the two subject areas to be recognised and strengthened, and the opportunity for skills learnt to be transferred. • Focus is placed on teaching specific drawing skills • We offer a broad range of making opportunities across KS1 and KS2 including drawing, painting, print-making, sculpture, creative crafts, collage, textiles, installation and site specific work, digital and new-media, design and graphic design which are taught and revisited over time. • In each area of making, pupils learn about materials and techniques, the vocabulary to identify them (a kind of receptive expertise), and how they themselves can use those materials and put those techniques into practice (a kind of productive expertise).



Curriculum content enables pupils to understand the journey of art throughout history and culture, including established, contested and neglected stories of art (theoretical knowledge) Curriculum content is grounded in the kinds of questions that artists, critics and scholars ask (disciplinary knowledge) The curriculum sequences knowledge components to help pupils work towards more complex, subject-specific end goals There are identified points in the curriculum where it is clear whether pupils are working towards 'convergent' or 'divergent' goals Practice is built in throughout the curriculum and is sufficient to ensure pupils learn a curriculum that will build receptive and productive expertise as intended Plan for pupils to develop sufficient knowledge to make sense of artists, artwork and art traditions.	We teach practical knowledge through - Providing opportunities for repeated practice - Identifying the key fine motor skill, knowledge or technique and teaching it through different pedagogical approaches - Reinforcing what pupils should already know and building upon it, in order, to ensure pupils make good progress and reduce cognitive overload - Supporting pupils to become more autonomous by choosing pedagogical activities that build their confidence and competence in practical knowledge early in the curriculum. We teach theoretical knowledge through - Using methods that best enable pupils to know and remember - Placing focus on the big ideas, concepts and principles - Teaching knowledge of art; isolating aspects of work to emphasise a point, highlighting connections between contrasting works, comparing conflicting works and using analogies and stories. We teach disciplinary knowledge through - Learning about practicing artists, including cultural and contextual context - Specific teaching and questioning - Linking to our own culture and value, reflection and own experiences
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