



**St. John's C.E. Primary
Friern Barnet**

**ART & DESIGN
DESIGN & TECHNOLOGY
GUIDELINES**

Statement of Intent

At St John's Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. A high-quality 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, craft and design.

Guidelines

These notes provide guidelines for the delivery of Art, Design and Technology across Key Stage 1 and Key Stage 2 at St. John's school. These are important subjects within the primary curriculum and are integral to the successful delivery of the wider curriculum (see wider curriculum guidelines). Responsibility for the delivery of these programmes of study for each year group rests with the class teacher, who will be supported and guided by the Art and Design Technology Coordinator. This document must be read in conjunction with the National Curriculum Programmes of Study, which can be found at the end of these guidelines, with particular reference to the key stage you teach within.

Art: The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements.

Design and Technology: Design and Technology in primary schools develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and provides valuable opportunities for them to think about important issues.

There is an expectation that each year group will concentrate their learning upon one aspect of art, design and technology across the year, ensuring that by the end of the year all three aspects have been adequately covered. The Design & Technology Subject Leader, who also has the responsibility of teaching Art across the school, will closely align her teaching to the chosen topics for each year group in line with the wider curriculum theme for each term. Class teachers may also choose to supplement their pupils learning by offering additional art, design and technology (including food technology) learning.

The curriculum overview is as follows:

AUTUMN	SPRING	SUMMER
Art & Design	Design & Technology	Food Technology
YEAR 1		
<p>Mix It Skills taught: <i>* Identify and use paints in the primary colours</i> <i>* Identify similarities and differences between two or more pieces of art</i> <i>* Make simple prints and patterns using a range of liquids including ink and paint</i></p> <p>Key vocabulary: Primary colours, Secondary Colours Colour Wheel</p> <p>Funny Faces and Fabulous Features Skills taught: <i>* Describe and explore the work of a significant artist</i> <i>* Design and make art to express ideas</i> <i>* Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features</i> <i>* Say what they like about their own or other's work using simple artistic vocabulary</i> <i>* Use textural materials including paper and fabric, to create a simple collage</i></p> <p>Key vocabulary: self portrait, artist, collage</p>	<p>Taxi! Skills taught: <i>* Create a design to meet simple design criteria</i> <i>* Describe the similarities and differences between two products</i> <i>* Name and explore a range of everyday products</i> <i>* Talk about their own and each other's work, identifying strengths and weaknesses and offering support</i> <i>* Use wheels and axles to make a simple moving model</i></p> <p>Key vocabulary: Wheel, axle, chassis</p>	<p>Chop, Slice and Mash Skills taught: <i>* Create a design to meet simple design criteria</i> <i>* Describe why a product is important</i> <i>* Follow the rules to keep safe during a practical task</i> <i>* Measure and weigh food items using non-standard measures, such as spoons and cups</i> <i>* Select healthy ingredients for a fruit or vegetable salad</i> <i>* Select the appropriate tool for a simple practical task</i> <i>* Sort foods into groups by whether they are from an animal or plant source</i> <i>* Talk about their own and each other's work, identifying strengths and weaknesses and offering support</i></p> <p>Key vocabulary: Sources of food, chopping, peeling, grating.</p>
YEAR 2		

<p>Remarkable Recipes</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal</i> <i>*Explain how closely their finished products meet their design criteria and say what they could do better in the future</i> <i>*Explain why a designer or inventor is important</i> <i>*Generate and communicate their ideas through a range of different methods</i> <i>*Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables)</i> <i>*Prepare ingredients by peeling, grating, chopping and slicing</i> <i>*Select the appropriate tool for a task and explain their choice</i> <i>*Work safely and hygienically, in construction and cooking activities</i> <p>Key vocabulary: Tools, food sources, why are some foods cooked.</p>	<p>Beach Hut</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect</i> <i>*Explain how closely their finished products meet their design criteria and say what they could do better in the future</i> <i>*Explore how a structure can be made stronger, stiffer and more stable</i> <i>*Generate and communicate their ideas through a range of different methods</i> <i>*Select the appropriate tool for a task and explain their choice</i> <p>Key vocabulary: Strengthening, joining, scoring.</p>	<p>Portraits and Poses</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Analyse and evaluate their own and others' work using artistic vocabulary</i> <i>*Explain why a painting, piece of artwork, body of work or artist is important</i> <i>*Make simple sketches to explore and develop ideas</i> <i>*Represent human form, including face and features, from observation, imagination or memory</i> <p>Key vocabulary: Background, object, and pose.</p>
<p>YEAR 3</p>		
<p>Cook Well, Eatwell</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Describe how key events in design and technology have shaped the world</i> <i>*Develop design criteria to inform a design</i> <i>*Identify the main foods that are produced in different places</i> <i>*Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars)</i> <i>*Prepare and cook a simple savoury dish</i> <i>*Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account</i> <i>*Use appliances safely with adult supervision</i> 	<p>Making it Move</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Develop design criteria to inform a design</i> <i>*Explain how an existing product benefits the user</i> <i>*Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products</i> <i>*Plan which materials will be needed for a task and explain why</i> <i>*Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account</i> <i>*Use tools safely for cutting and joining materials and components</i> <p>Key vocabulary:</p>	<p>Beautiful Botanicals</p> <p>Skills taught:</p> <ul style="list-style-type: none"> <i>*Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time</i> <i>*Make a two-colour print</i> <i>*Make suggestions for ways to adapt and improve a piece of work</i> <i>*Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</i> <i>*Weave natural or man-made materials on cardboard looms, making woven pictures or patterns</i> <i>*Work in a style of a significant artist, architect, culture or designer</i> <i>*Cut and join wools, threads and other materials to a loom</i>

<p>Key vocabulary: Methods of cooking, food groups, eatwell guide.</p>	<p>Cam, mechanism, shaped cams.</p>	<p><i>*Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows</i></p> <p>Key vocabulary: Weaving, loom, lino.</p> <p>Mosaic Masters Skills taught: <i>*Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time</i> <i>*Make suggestions for ways to adapt and improve a piece of artwork</i> <i>*Use and combine a range of visual elements in artwork</i> <i>*Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</i></p> <p>Key vocabulary: Border, mosaic, and pattern.</p>
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YEAR 4

<p>Fresh Food, Good Food Skills taught: <i>*Choose from a range of materials, showing an understanding of their different characteristics</i> <i>*Design a healthy snack or packed lunch and explain why it is healthy</i> <i>*Explain how and why a significant designer or inventor shaped the world</i> <i>*Identify and name foods that are produced in different places in the UK and beyond</i> <i>*Identify and use a range of cooking techniques to prepare a simple meal or snack</i> <i>*Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements</i> <i>*Investigate and identify the design features of a familiar product</i> <i>*Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them</i></p>	<p>Functional and Fancy Fabrics Skills taught: <i>*Choose from a range of materials, showing an understanding of their different characteristics</i> <i>*Compare and complete a comparison table to compare two or more products</i> <i>*Create detailed decorative patterns on fabric using printing techniques</i> <i>*Explain how and why a significant designer or inventor shaped the world</i> <i>*Hand sew a hem or seam using a running stitch</i> <i>*Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements</i> <i>*Investigate and identify the design features of a familiar product</i> <i>*Select, name and use tools with adult supervision</i> <i>*Use annotated sketches and exploded diagrams to test and communicate their ideas</i></p> <p>Key vocabulary:</p>	<p>Statues, Statuettes and Figurines Skills taught: <i>*Compare and contrast artwork from different times and cultures</i> <i>*Explain the significance of art, architecture or design from history and create work inspired by it</i> <i>*Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points</i> <i>*Give constructive feedback to others about ways to improve a piece of artwork</i> <i>*Use clay to create a detailed or experimental 3D form</i> <i>*Use the properties of pen, ink and charcoal to create a range of effects in drawing</i></p> <p>Key vocabulary: Cast, inlaid, score.</p> <p>Islamic Art Skills taught:</p>
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<p><i>*Use annotated sketches and exploded diagrams to test and communicate their ideas</i></p> <p><i>*Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray</i></p> <p>Key vocabulary: Decay, preservation, packaging.</p>	<p>warp, weft, motif</p>	<p><i>*Develop techniques through experimentation to create different types of art</i></p> <p><i>*Explain the significance of art, architecture or design from history and create work inspired by it</i></p> <p><i>*Give constructive feedback to others about ways to improve a piece of artwork</i></p> <p><i>*Use clay to create a detailed or experimental 3D form</i></p> <p>Key vocabulary: Motif, tessellate, pattern.</p>
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YEAR 5

<p>Tints, Tones and Shades</p> <p>Skills taught:</p> <p><i>*Compare and comment on the ideas, methods and approaches in their own and others' work</i></p> <p><i>*Mix and use tints and shades of colours using a range of different materials, including paint</i></p> <p><i>*Produce creative work on a theme, developing ideas through a range of preliminary sketches or models</i></p> <p><i>*Use a range of materials to create imaginative and fantasy landscapes</i></p> <p>Key vocabulary: Tints, tone and shades.</p> <p>Taotie</p> <p>Skills taught:</p> <p><i>*Compare and comment on the ideas, methods and approaches in their own and others' work</i></p> <p><i>*Create a relief from using a range of tools, techniques and materials</i></p> <p><i>*Describe and discuss how different artists and cultures have used a range of visual elements in their work</i></p> <p>Key vocabulary: Cast, mould, clay slab.</p>	<p>Eat the Seasons</p> <p>Skills taught:</p> <p><i>*Describe what seasonality means and explain some of the reasons why it is beneficial</i></p> <p><i>*Evaluate meals and consider if they contribute towards a balanced diet</i></p> <p><i>*Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish</i></p> <p>Key vocabulary: Seasonality, nutrition, cost.</p>	<p>Architecture</p> <p>Skills taught:</p> <p><i>*Build a framework using a range of materials to support mechanisms</i></p> <p><i>*Describe the social influence of a significant designer or inventor</i></p> <p><i>*Explain how the design of a product has been influenced by the culture or society in which it was designed or made</i></p> <p><i>*Select and combine materials with precision</i></p> <p><i>*Test and evaluate products against a detailed design specification and make adaptations as they develop the product</i></p> <p><i>*Use pattern pieces and computer-aided design packages to design a product</i></p> <p>Key vocabulary: Lintels, mortar, and buttresses.</p>
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YEAR 6

Trailblazers, Barrier Breakers

Skills taught:

- *Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art*
- *Create innovative art that has personal, historic or conceptual meaning*
- *Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks*
- *Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art*
- *Use colour palettes and characteristics of an artistic movement or artist in artwork*

Key vocabulary:

Analysis, pioneer, trailblazer.

Make Do and Mend

Skills taught:

- *Analyse how an invention or product has significantly changed or improved people's lives*
- *Choose the best materials for a task, showing an understanding of their working characteristics*
- *Create a detailed comparative report about two or more products or inventions*
- *Pin and tack fabric in preparation for sewing and more complex pattern work*
- *Select appropriate tools for a task and use them safely and precisely*
- *Use different methods of fastening for function and decoration, including press studs, velcro and buttons*

Key vocabulary:

Coupon, darn, recycle.

Inuit

Skills taught:

- *Adapt and refine artwork in light of constructive feedback and reflection*
- *Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art*
- *Create a 3D form using malleable materials in the style of a significant artist, architect or designer*
- *Create innovative art that has personal, historic or conceptual meaning*
- *Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art*
- *Use colour palettes and characteristics of an artistic movement or artist in artwork*

Key vocabulary:

Perspective, relief printing.

Environmental Artists

Skills taught:

- *Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art*
- *Create a 3D form using malleable materials in the style of a significant artist, architect or designer*
- *Create art inspired by or giving an environmental message*
- *Create innovative art that has personal, historic or conceptual meaning*
- *Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art*
- *Select, use and combine a variety of software, including internet services, to meet a goal*

Key vocabulary:

Conceptual art, marine debris, sustainability.

Food for Life

Skills taught:

- *Analyse how an invention or product has significantly changed or improved people's lives*
- *Create a detailed comparative report about two or more products or inventions*
- *Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others*
- *Explain how organic produce is grown*
- *Follow a recipe that requires a variety of techniques and source the necessary ingredients independently*
- *Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet*

Key vocabulary:

Processed food, how is food processed, food labels.

It is essential that class teachers support the effective delivery of the art, design and technology programmes of study to ensure that pupils learning across the wider curriculum is meaningful and purposeful, with depth and breadth, and in accordance with the school motto: 'Faith, Excellence and Enjoyment.'

Teachers must specify the focus of their teaching each term in the annual overview which will provide the briefest detail of teaching and learning for the wider curriculum.

DISPLAY GUIDELINES

These notes provide guidelines for the use of displays within classrooms and across the school. The use and purpose of displays fall into the following different categories:

- To stimulate interest in a particular theme or concept
- To introduce, inform and reinforce knowledge and learning
- To celebrate and share children's work with a wider audience and encourage further achievements
- To guide and support learning
- To promote role play areas

By adhering to these guidelines we will be able to achieve a consistent standard of presentation. Note the following guidance:

- The responsibility for creating and managing attractive and informative displays lies with each class teacher although the workload can be shared with teaching assistants and the Art, Design and Technology subject leaders.
- Some displays e.g. learning guidance for literacy, maths, growth mindset, etc. can remain all year as long as they remain relevant to children's learning.
- There should always be a display related to the wider curriculum focus for the term.
- Every class should have a 'learning wall.'
- Responsibility for displays of work in shared communal areas, eg. the junior corridor, will be shared with the Art, Design and Technology subject leaders.
- Every class should have an R.E. display and a class crucifix. Each class will contribute to a hall display.
- Staples must not be used on any surface other than display boards.
- All displays of children's work must be single mounted. Double mounting is permissible but is not expected to be normal practice due to time, cost and environmental considerations.

NATIONAL CURRICULUM PROGRAMMES OF STUDY

Aims

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.

Attainment targets

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.

Subject content

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 develop 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.

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.

NATIONAL CURRICULUM PROGRAMMES OF STUDY

Aims

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.

Attainment targets

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. Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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].

When designing and making, pupils should be taught to:

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.

Key stage 2

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].

When designing and making, pupils should be taught to:

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.

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.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- 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
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.