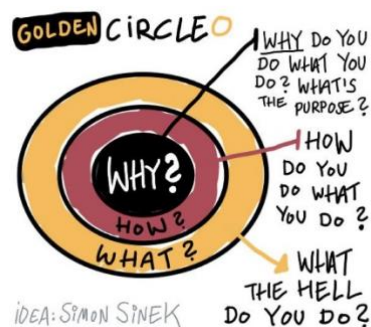


HIMBLETON CE FIRST SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired
learners with kind hearts.***

The Himbleton Approach to the Teaching of Art and Design Technology



Intent

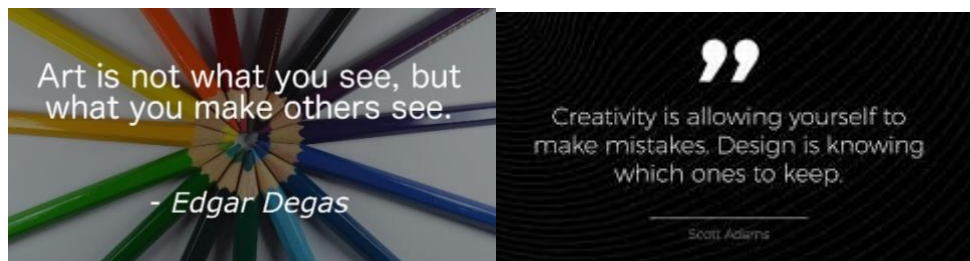
Why do we do what we do?

Here at Himbleton we recognise that Art and Design Technology stimulates creativity and imagination. We believe Art and Design Technology are vital parts of a broad and balanced curriculum as they provide visual, tactile and sensory experiences and a special way of understanding and responding to the world. In addition, they enable children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Art gives children the opportunity to present their sense of creativity and vision through observation, experimentation and illustration. Through our carefully planned progressive, meaningful and contextual curriculum, they are taught skills and techniques in mark making, drawing, painting, print making, sculpture and textiles. Our pupils are given the opportunity develop their artistic skills, creativity and imagination through exciting stimuli and purposeful contextual themes.

Manipulative skills are developed, as well as an awareness of colour, texture, tone, scale, design and dimension. Children study and explore the work and techniques of a range of diverse artists, craftsmen and art forms from a variety of other cultures and time periods.

In Design and Technology, children are taught to use a variety of tools safely and effectively to develop their craftsmanship and making skills. Children also develop both their knowledge and skills by investigating and researching all areas of the design process, whilst evaluating their own skills and products to ensure they construct products that are functional, appealing and satisfy needs and challenges in an innovative way.



Implementation

How do we ensure our intent becomes a reality?

Knowledge and skills progression

Our whole curriculum is shaped by our school vision, to help every child succeed and be the best that they can be. We follow the National Curriculum 2014, supported by a clear skills and knowledge progression matrix. (Please see Appendix - Durham Progression grid). This ensures that knowledge and skills are built on year by year and sequenced to maximise and embed learning for all children. Art and Design Technology lessons provide all children with opportunities to explore, experiment, investigate and discover a range of creative techniques and materials to further embed our school's drivers: resilience, independence, risk-taking, critical thinking, problem solving and an awareness of the wider world.

The aims of teaching Art and Design Technology in our school are:

- To 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.
- To support children to produce creative work and products, exploring their ideas and recording their experiences.
- To develop reflective resilient learners who are willing to take risks in their learning.
- To enrich children's knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Carefully sequenced curriculum

Within Art and Design Technology, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Therefore, to ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a two year rolling programme including half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. *(Please see Appendix - Curriculum Overview).*

The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured. *(Please see Appendix - Unit of enquiry overviews).*

In addition, at Himbleton we provide a variety of opportunities for Art and Design Technology learning inside and outside the classroom as we promote a cross curricular approach to learning, used to enrich and enhance purposeful and contextual learning.

Impact

What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Himbleton they will be able to:

- Effectively use evaluation, analysis, research and careful selection of materials to design and make functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Think critically and develop a more rigorous understanding of art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- Produce high quality, creative work, exploring their ideas and recording their experiences.
- Critically evaluate and analyse creative works using the language of art, craft and design.
- Hold secure knowledge about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How do we know that we have achieved these outcomes?

Assessment

Our teachers assess the children's work in Art and Design Technology, through marking of sketch books and observations during lessons. Assessments are made against the specific objectives set out in the National Curriculum and the Durham skills Progression Document, and recorded half termly. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Durham progression of skills document and unit overviews. *(Please see Appendix – Assessment grids).*

Pupil subject knowledge audit

Twice a year, the Art and Design Technology Subject Leader carries out a yearly monitoring interviews with a sample of children from each year group across the school. The interviews aim to assess children's vocabulary, analysis and understanding surrounding a creative stimulus. The purpose of this is to ensure all children show progressive understanding a vocabulary surrounding Art and Design Technology, and that they understand how to master, reflect and improve on their skills. In addition, this is an opportunity to ensure children continue to be engaged and motivated in Art and Design Technology, whilst allowing them the opportunity to design, input and have ownership over their own curriculum. *(Please see Appendix - Pupil subject knowledge audit).*

Whole school projects

Each year pupils will take part in a whole school art projects focused on a particular artist, craftsmen, and designer to show progression of skills and techniques throughout the school. This is to monitor and ensure that the curriculum allows opportunity for children to enhance, practise and develop their skills throughout their time at Himbleton. *(Please see Appendix - Project plans and outcomes).*