



ART & DT

ALVENA MOTIWALA



RAPOW

WHY DO WE USE IT?

01

Provides a broad and balanced curriculum
- November 2021 DfE guidance

02

Allows children to develop theoretical and practical knowledge as children learn about artists' work through history and across cultures.

03

Follows national curriculum – spiral scheme where key areas are visited and design, make and evaluate for DT

04

Clear progression of learning – EYFS (expressive art & design) to Y6



Our lessons

Non-negotiables

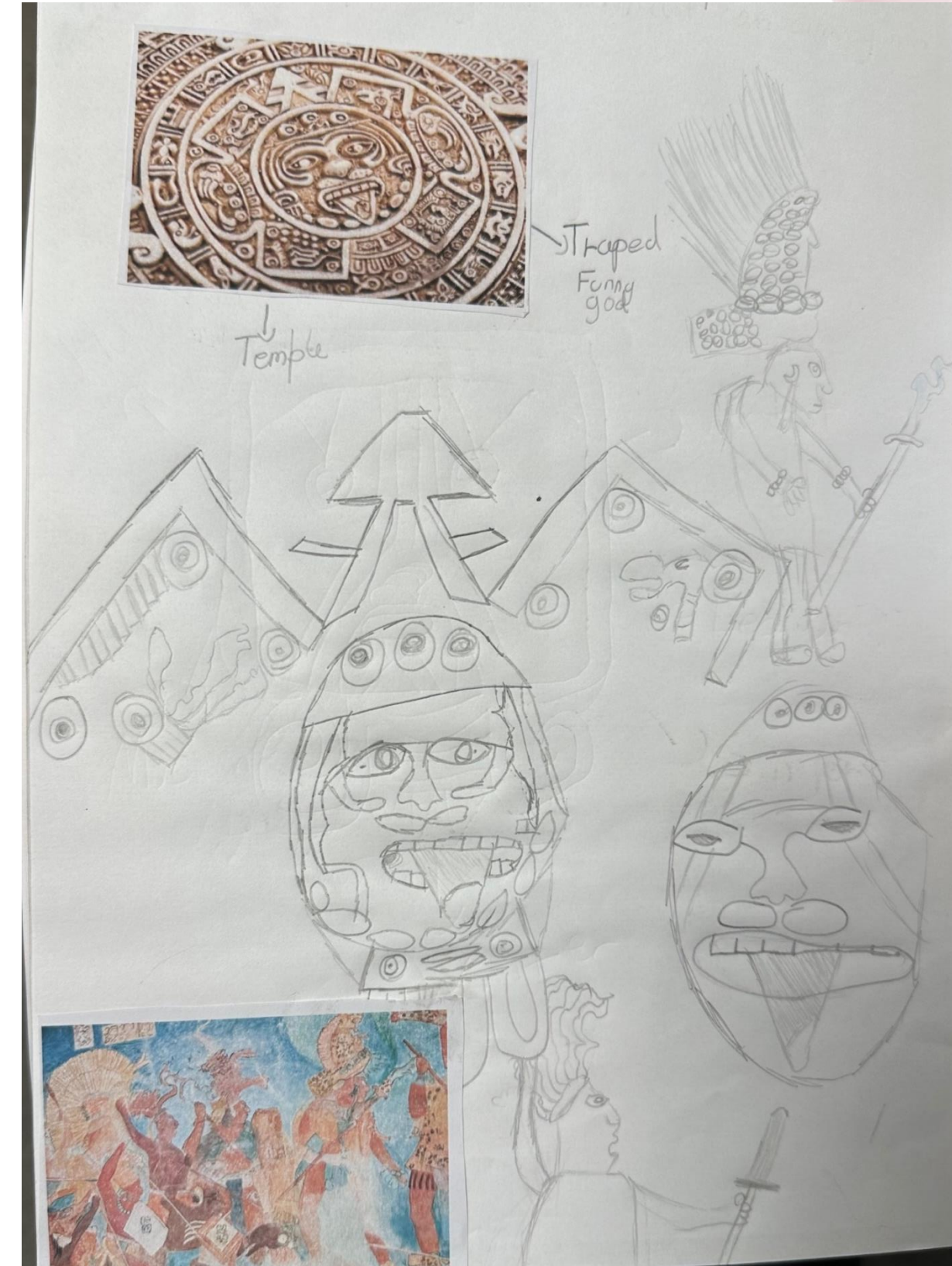
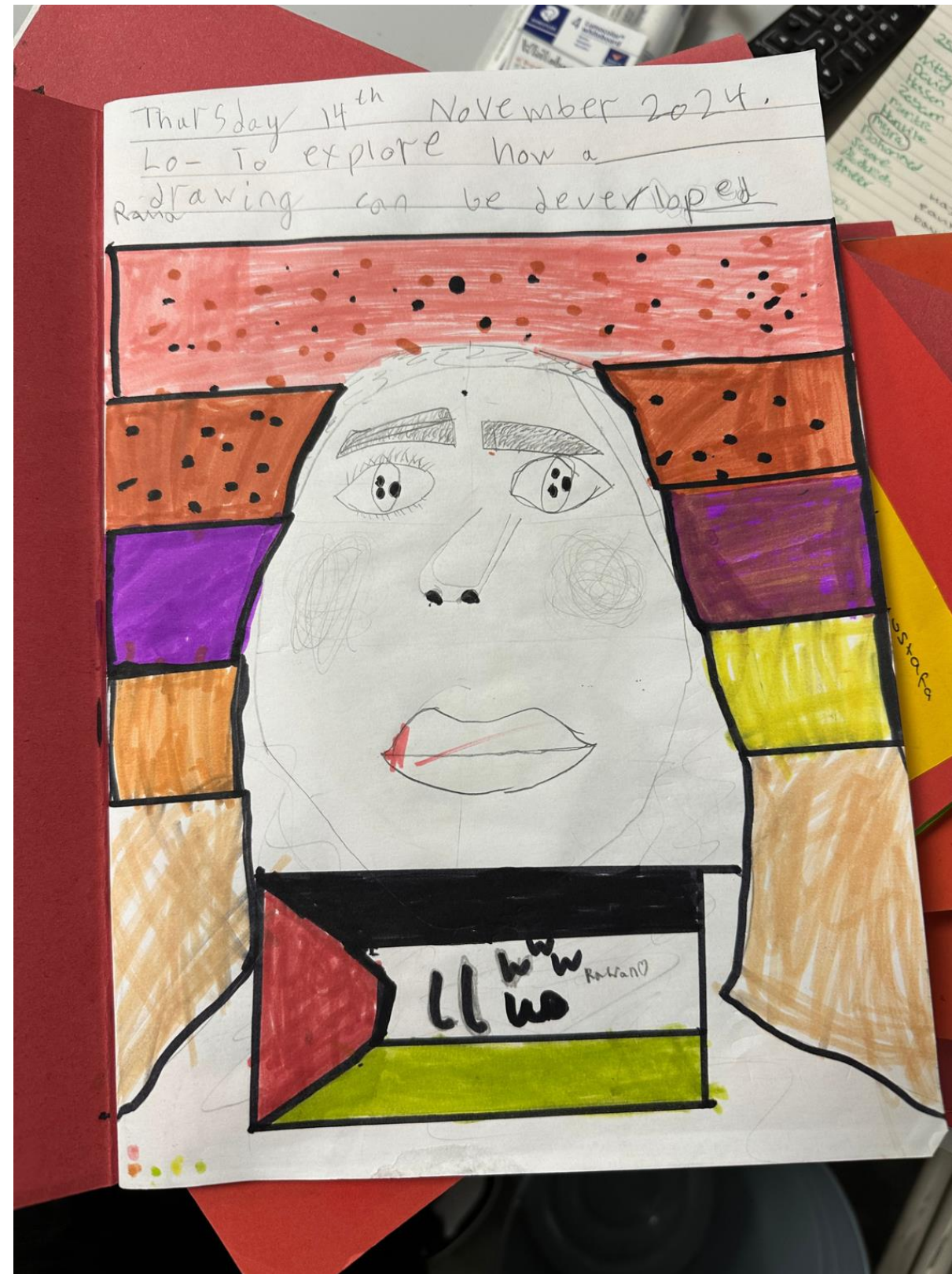
- Date and LO
- Pop Quiz – spaced retrieval
- Definition - What is Art? What is DT?
- Evidence:

Art – artist influenced work, experimental

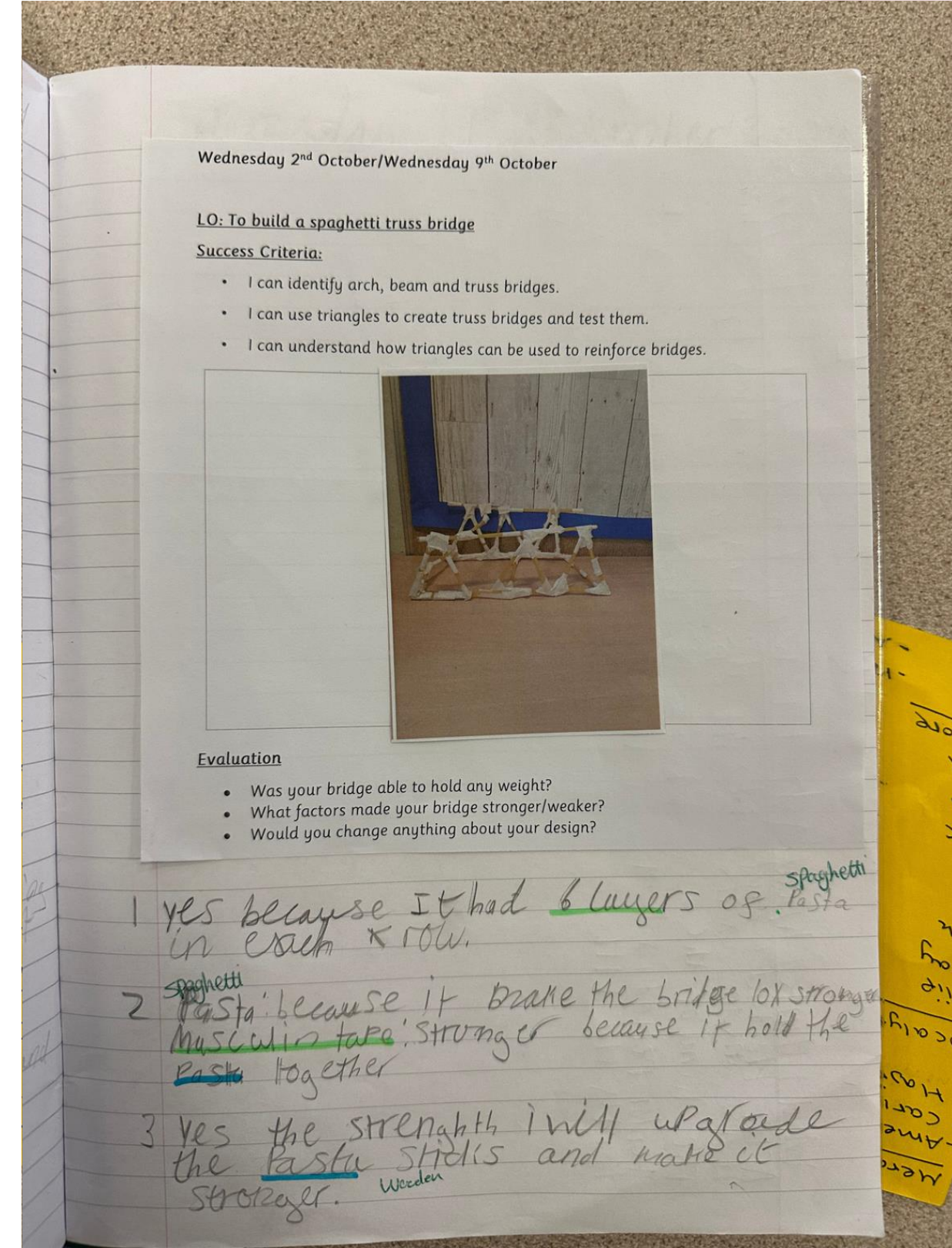
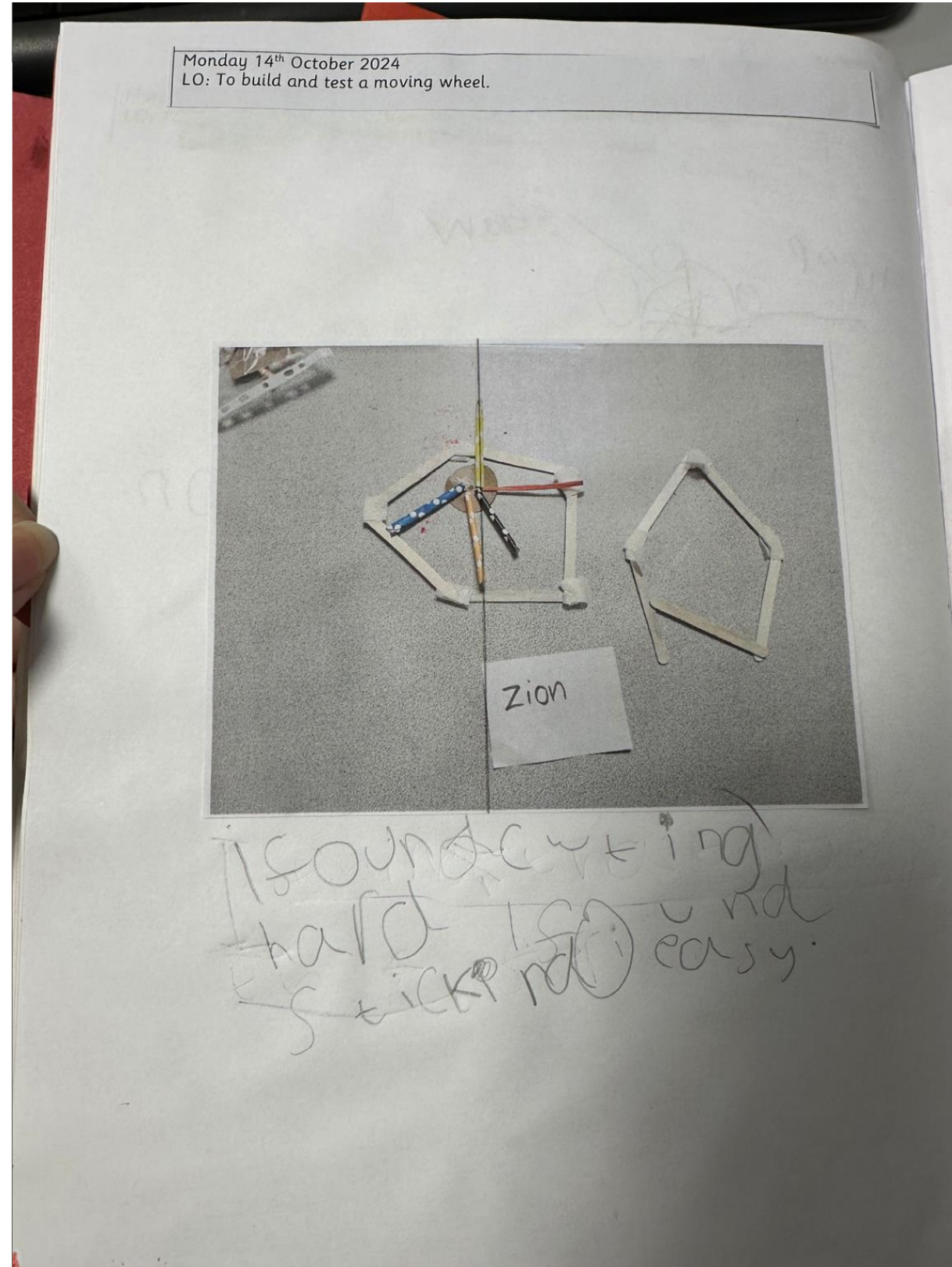
DT – design, make, evaluate



EXAMPLES OF ART WORK



EXAMPLES OF DT WORK



PUPIL VOICE

“They are the most fun lessons as I love drawing – I wish we did more”

“I love doing art is calms me”

“I enjoyed doing the Lion Roar’s project”

“I can experiment how I want”

“Art and DT are fun and amazing – I get to use different materials”

PUPIL VOICE

I know how well I am doing in Art/DT

All the time	5%
Most of the time	25%
Some of the time	70%
Almost never	0%
Never	0%

It was found that children knew how well they were doing in DT due to the evaluation stage but not many children knew how well they were doing in Art



ART ASSESSMENT

- Metacognition - thinking about their own learning
- Better understanding of WTS, EXS, GDS
- Pushing children towards GDS

Self	Peer	Teacher
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	Self	Peer	Teacher
1. Colour magic	To develop knowledge of colour mixing.	To name primary and secondary colours. Talking about the colour changes they notice and making predictions.	Naming primary and secondary colours. Describing and comparing the colours they mix using precise language.
2. Texture hunt	To know how texture can be created with paint.	Describing the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best.	Being able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool, comparing the effects of each.
3. Making textures	To use paint to explore texture and pattern.	Identify different textures in a collaged artwork. Choosing what paper and which tool. Applying knowledge of colour mixing.	Identifying different textures in a collaged artwork. Making choices about the paper and tool, describing the effect they aim for as they work. Colour mixing confidently.
4. Collage creation	To compose a collage, choosing and arranging materials for effect.	Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes.	Choosing collage materials based on colour and texture. Making choices about how to create shapes to match ideas. They try out different arrangements of materials,
5. Developing detail	To evaluate and improve artwork.	Sharing likes and dislikes about their work and others. Describing ideas for developing their collages and choosing materials and tools.	Expressing opinions about their own work and others. Confidently describing how they could improve and choosing how to work on top of their collages.

NEXT STEPS

- Successfully showcase work from Maths and Art week - hall display, parental display
- Foster greater engagement around DT
- Promote more Art & DT trips
- Continue to monitor Art & DT across the school
- Review the new art assessment tool



***ANY
QUESTIONS?***