

ASAT: ART - Intent, Implementation and Impact

Through the DT curriculum, children feel engaged and inspired to use their creativity and imagination.

Children show curiosity about the works of artists and how they are created and what influenced their creativity.

Impact

The vast majority of children are prepared for future learning in DT and demonstrate the results of the taught techniques.

Children develop a wide vocabulary during their learning journey that supports oracy and future learning in the world of design.

Children are able to

critique, evaluate and test

their ideas, this is seen in

the work in floor books

and demonstrated in how

children discuss projects

with each other and

adults.

Children can design solutions in response to problems, they are resourceful and capable.

needs and the needs of

wide range of areas and

see how D&T links to areas

such as science, art and

maths.

Children have the opportunity to improve their techniques, working towards Children use research to mastery. inspire design alongside These should include working considering their own with a broad range of

materials and components others. and using a wide variety of skills. For example, textiles, wood and food. Recycling materials will also be explored. Children can use their knowledge and skills in a

Children have their own class floor book that documents their learning journey in this practical subject. They have the opportunity to record their observations, having time to review (critique) and improve their work.

Intent

Implementation

The development of our D&T curriculum is underpinned by our intent to develop in our children the ability to:

- Enjoy D&T, it's practical and purposeful nature
- Be exposed to the work of various crafts people and designers and understand the cultural/historical development of made products.
- Be exposed to at least one immersion event with a real purpose and including preparing products for sale every year.
- Experiment with techniques, methods and materials in order to make informed decisions when creating items.
- Enable those with talents in this area to discover these and with support nurture them, for example cooking talents.
- Evaluate and analyse creative work using the language of the subject.
- Realise the interlinked nature of the subject with others and the importance of precision when making products with many components.
- For children's skills to develop over time and for these to be durable and support the transition into Secondary School product design.
- For children to demonstrate they can work accurately and safely with a range of tools, including ICT.
- Children can apply their knowledge, e.g science circuit knowledge.

Self- selection of materials from a range is supported by a resource audit and termly review of resources in place. Children can give reasons for their choices.

Opportunities to evaluate and critique their work and look at way they may change it in the future.

Participation in staff meeting monitoring of floorbooks and CPD related to DT is in place for staff, in particular nonspecialists.

Opportunities to develop the ability to work with others, compare their work to the work of others will be built in. Testing/tasting of work will be part of this process.

> Following the long-term plan children will be exposed to a range of projects encouraging the building of skills over time. Opportunities will be built in for enhancing the durability of learning and an annual D&T event will allow for immersion and sustained activity.

Children have the technical and practical expertise to complete DT projects. They demonstrate these in the practical work undertaken.

Children are beginning to show an awareness of the principles of nutrition and how to cook. They readily discuss healthy choices and enjoy preparing and eating food they have made.

Children realise the contribution design and technology makes to the culture and wealth of a nation.

Children collaborate effectively and are able to demonstrate strong teamworking skills.

Children relish the opportunity to work in new ways and take risks and experiment with their work. This can be seen in the work in their class floor books

Children can evaluate, compare and adapt their work, making prototypes.