



# Art and DT Policy

<b>Policy Owner</b>	Mrs A Humphries
<b>Date Approved</b>	April 2022
<b>Governor Signature</b>	
<b>Governor Name</b>	Mr Hill
<b>Governor Role</b>	Chair of Governors

<u>Admin use only</u>	
<b>Location</b>	
<b>Website</b>	
<b>Learning Platform</b>	
<b>Policies File</b>	
<b>Staff room</b>	
<b>Headteacher's File</b>	
<b>Policies Log updated</b>	





### Vision

Our vision is for our pupils to have a wide breadth of knowledge of world art, combined with technical skills that support all our learners to have a long-term memory of an ambitious body of semantic knowledge.

### Curriculum intent

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each of the threshold concepts, three milestones, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provide a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

The diagram below shows:

- threshold concepts - the big ideas that form the basis for the subject schema
- milestones - the goals that students should reach at the end of a two-year period
- knowledge categories - the facets of each threshold concept that help to strengthen the schema.



## Art & D.T at Loxdale

<b>Threshold concepts</b>	<b>Develop ideas</b>	<b>Master practical skills</b>	<b>Take inspiration</b>		
<b>Milestones</b>	<b>Milestones 1-3</b> A description of the end goals	<b>Milestones 1-3</b> A description of the end goals	<b>Milestones 1-3</b> A description of the end goals		
<b>Knowledge categories</b>	 Emotions	 Process	 Effects	 Techniques	 Artists and artisans
	 Visual language	 Vocabulary	 Media and materials	 Colour theory	 Styles and periods

Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

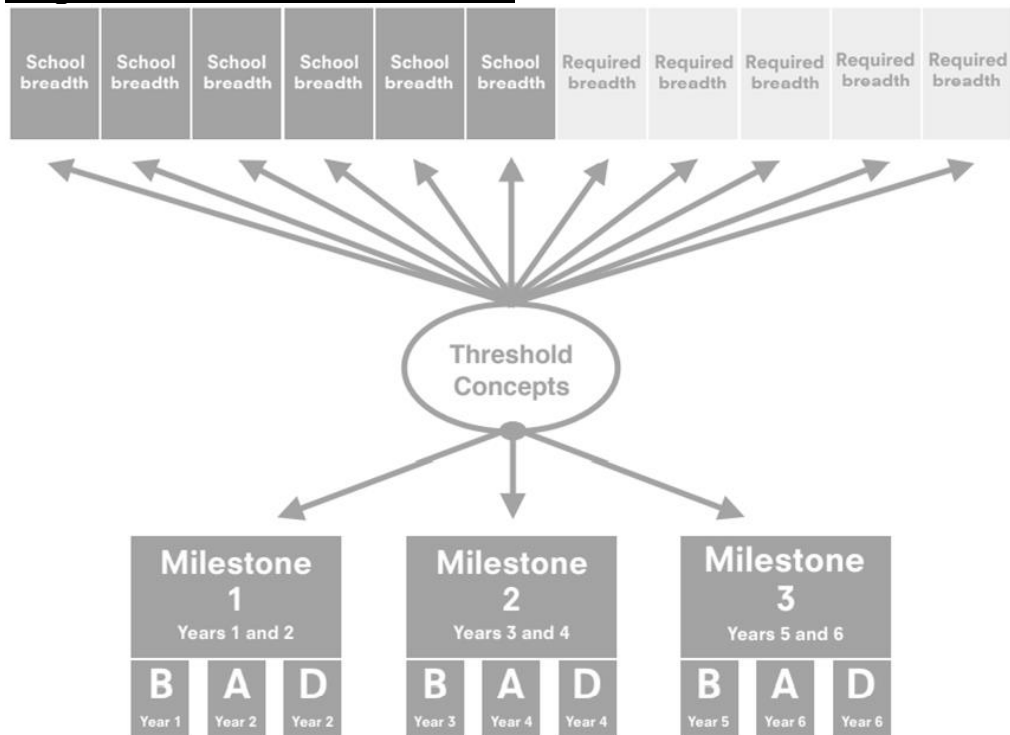
Also as part of our progression model we use POP tasks (Proof of Progress) which show our curriculum expectations in each cognitive domain.

**Example of cognitive domains and POP tasks.**

**POP tasks: Milestone 3: A study of Surrealism**  
 Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
<p><b>Artists and artisans</b></p>	<ul style="list-style-type: none"> <li>Name some famous Surrealist artists.</li> <li>Who is now considered to be the first Surrealist and what was he famous for?</li> <li>In which decade did Surrealism begin and when was Surrealist art considered to be at its most popular?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the sculptures of Alberto Giacometti. Find out why he is considered to be the most important Surrealist sculptor.</li> <li>Explain to a friend why the famous Surrealists produced art that was difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Research René Magritte's self-portrait <i>The Son of Man</i>. Suggest reasons why this painting is a good example of a Surrealist style.</li> </ul>
<p><b>Visual language</b></p>	<ul style="list-style-type: none"> <li>Why might Paul Klee's painting <i>Around the Fish</i> be considered as typical of surrealism?</li> <li>What is the effect of Klee's use of a black background?</li> <li>Why is the arrow pointing to the head significant?</li> </ul>	<ul style="list-style-type: none"> <li>Compile a list of questions you would want to ask Paul Klee about his <i>Around the Fish</i> painting.</li> <li>Summarise Klee's explanation for why he wanted the objects he painted to appear as if they were growing.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the painting <i>Around the Fish</i>. True or false? The objects painted by Klee surrounding the plate of fish are all random and have no meaning. Give reasons to justify your answer.</li> </ul>
<p><b>Colour theory</b></p>	<ul style="list-style-type: none"> <li>How do some Surrealists give greater emphasis to the main objects painted?</li> <li>How did Max Ernst use colour to represent the weather?</li> <li>Copy Ernst's use of colour to represent the weather using a Surrealist style.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the use of colour by Surrealist artists and those who were famous for producing Pop art.</li> <li>Experiment with the use of dull background colours and bright colours for main objects in a Surrealist painting. Evaluate the effect of emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>Always, sometimes or never? The colours used for painting the background of a piece of art should be dull.</li> </ul>
<p><b>Effects</b></p>	<ul style="list-style-type: none"> <li>What is the effect of using automatism in art?</li> <li>Why did André Masson use the substance gesso?</li> <li>Copy Masson's use of gesso by throwing different materials onto the paper/canvas.</li> </ul>	<ul style="list-style-type: none"> <li>What are the differences between Masson's automatist technique and the paintings of Surrealists Klee and Dalí?</li> </ul>	<ul style="list-style-type: none"> <li>Investigate why famous artists from different periods and styles might disagree with the use of an automatist technique.</li> </ul>

**Diagram of our curriculum intent**





## **Implementation**

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps students to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.



Art Long term plan

Art - Long term plan						
Autumn	Spring		Summer			
Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!
<u>Key Texts</u>	<p>**A range of high-quality picture books to introduce children to story time **</p> <p>Nursery Rhymes Goldilocks and the three bears The Gingerbread Man</p>	<p>The Colour Monster</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip</p>		<p>Range of non-fiction texts</p>	<p>Everywhere Bear We're Going on a Bear Hunt Paddington</p>
<u>EAD</u>	<p>*Listen with increased attention to sounds.</p> <p>*Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>*Take part in simple pretend play, using an object to represent something else.</p> <p>*Join different materials and explore different textures.</p>	<p>*Explore colour and colour mixing</p> <p>*Show different emotions in their drawings and paintings.</p> <p>*Play instruments with increasing control to express their feelings and ideas.</p> <p>*Sing the melodic shape of familiar songs.</p>	<p>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>*Create closed shapes with continuous lines and begin to use these shapes to help represent objects.</p> <p>*Draw with increasing complexity and detail.</p>		<p>* Begin to develop complex stories using small world equipment.</p> <p>*Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>*Develop their ideas and then decide which materials to use to express them.</p>
Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
<u>Key Texts</u>	<p>**A range of high-quality picture books to introduce children to Reception story time **</p> <p>How to fill a bucket Only one me Unicorn ...</p>	<p>The Gruffalo 5 Minutes Peace The Day the Crayons Quit</p> <p>*With additional stories from Reading Long Term Plan</p>	<p>How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood How to grow a dinosaur</p>		<p>Three Little Pigs Katie in London The Royal Family</p>	<p>Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish</p>
<u>EAD</u>	<p>*Explore use and refine a variety of artistic effects to express ideas and feelings.</p> <p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Sing in a group or on their own.</p>	<p>*Create collaboratively sharing ideas, resources and skills.</p> <p>*Develop storylines in their pretend play.</p>	<p>*Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>*Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p>ELG statements</p>

## Art & D.T at Loxdale



Year 1/2	Year 3/4	Year 5/6
At the seaside	The Renaissance	A study of Surrealism
At the seaside - Artist spotlight: Claude Monet	The Renaissance - Artist spotlight: Leonardo da Vinci	A study of Surrealism - Artist spotlight: Salvador Dali
In the Jungle	All work and no play	The explosion of Pop art
In the Jungle - Artist spotlight: Henri Rousseau	All work and no play - Artist spotlight: L.S Lowry	The explosion of Pop art - Artist spotlight: Andy Warhol
Food	Animals	Amazed by architecture
Food Artist spotlight: Paul Cezanne	Animal - Artist spotlight: Rosa Bonheur	Amazed by architecture - Artist spotlight: Zaha Hadid
Weather	Abstract Art	Capturing Conflict
Weather - Artist spotlight: J.M.W Turner	Abstract Art - Artist spotlight: Wassily Kandinsky	Capturing Conflict - Artist spotlight: Paul Nash
Dreams and Nightmares	Royalty	Exploring Expressionism
Dreams and Nightmares - Artist spotlight: William Blake	Royalty - Artist spotlight: Hans Holbein the Younger	Exploring Expressionism - Artist spotlight: Henri Matisse
Portraits	Cityscape Art	The power of love
Portraits- Artist spotlight: Thomas Gainsborough	Cityscape Art - Artist spotlight: Camille Pissarro	The power of love - Artist spotlight: Auguste Rodin
In the dark of night	Symbolism	Art and fashion
In the dark of night - Artist spotlight: Artemisia Gentileschi	Symbolism - Artist spotlight: Edvard Munch	Art and fashion - Artist spotlight: Piet Mondrian
Love for landscapes	Art Deco	Futurism
Love for landscapes - Artist spotlight: John Constable	Art Deco - Artist spotlight: Tamara de Lempicka	Futurism - Artist spotlight: Umberto Boccioni
The beauty flowers	A Journey into space	Art and Religion
The beauty flowers - Artist spotlight: Georgia O'Keeffe	A Journey into space - Artist spotlight: Robert McCall	Art and Religion - Artist spotlight: El Greco
Time for play	Myths and legends	Keeping it real
Time for play - Artist spotlight: Georges Seurat	Myths and legends - Artist spotlight: Peter Paul Rubens	Keeping it real - Artist spotlight: Gustave Courbet
Scenes of the sea	Impressionism	The art of anatomy
Scenes of the sea - Artist spotlight: Ivan Aivazovsky	Impressionism - Artist spotlight: Pierre-Auguste Renoir	The art of anatomy - Artist spotlight: Albrecht Durer
Ancient Art	Family life	Cultural tradition in art
Ancient Art - Artist spotlight: The Mesopotamians	Family life - Artist spotlight: Rembrandt	Cultural tradition in art - Artist spotlight: Richard Kimbo





D&T Long Term Plan

DT - Long term plan						
Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Topics	Rhyme and Colour **A range of high-quality picture books to introduce children to story time **  Nursery Rhymes Goldilocks and the Three bears The Gingerbread Man	Let's Celebrate!  The Colour Monster  *With additional stories from Reading Long Term Plan	Growth and Change	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip	People Who Help Us  Range of non-fiction texts	Summer 2 Bears, Bears, Bears!  Everywhere Bear We're Going on a Bear Hunt Paddington
<u>Key Texts</u>	**A range of high-quality picture books to introduce children to story time **  Nursery Rhymes Goldilocks and the Three bears The Gingerbread Man	*With additional stories from Reading Long Term Plan				
<u>EAD</u>	*Listen with increased attention to sounds. *Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. *Take part in simple pretend play, using an object to represent something else. *Join different materials and explore different textures.	*Explore colour and colour mixing *Show different emotions in their drawings and paintings. *Play instruments with increasing control to express their feelings and ideas. *Sing the melodic shape of familiar songs.	*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to help represent objects. *Draw with increasing complexity and detail.		* Begin to develop complex stories using small world equipment. *Make imaginative and complex 'small worlds' with blocks and construction kits.	*Develop their ideas and then decide which materials to use to express them.
Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Topics	All about Mel **A range of high-quality picture books to introduce children to Reception story time **  How to fill a bucket Only one me Unicorn ...	Tell me a Story  The Gruffalo 5 Minutes Peace The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	The Big Wide World  How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood How to grow a dinosaur	Crazy Construction  Three Little Pigs Katie in London  The Royal Family	Water, Water, Everywhere!  Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish	
<u>Key Texts</u>	**A range of high-quality picture books to introduce children to Reception story time **  How to fill a bucket Only one me Unicorn ...	The Gruffalo 5 Minutes Peace The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood How to grow a dinosaur	Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish	
<u>EAD</u>	*Explore use and refine a variety of artistic effects to express ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Sing in a group or on their own.	*Create collaboratively sharing ideas, resources and skills. *Develop storylines in their pretend play.	*Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses.		*Explore and engage in music making and dance, performing solo or in groups.	ELG statements
Autumn	Frame Structures	Solid Structures	App control	Paper circuits	Artificial Intelligence	Year 6 Electronic motors
Spring	Slider mechanisms	Lever mechanisms	Pneumatics	Frame structures	Arch structures	Pulleys and gears
Summer	Wheels and axles mechanisms	Portable snacks	Shell structures	Vegetable soup	Cams	Bread





Examples of medium term plans

Autumn medium term plan

Autumn Term Art (green), DT (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	At the seaside	At the seaside – Artist spotlight: Claude Monet	The Renaissance	The Renaissance – Artist spotlight: Leonardo da Vinci	A study of Surrealism	A study of Surrealism – Artist spotlight: Salvador Dali
Wk 2	Frame structures	Solid structures	App control	Paper circuits	Artificial Intelligence	Electronic motors
Wk 3	In the Jungle	In the Jungle – Artist spotlight: Henri Rousseau	All work and no play	All work and no play – Artist spotlight: L.S Lowry	The explosion of Pop art	The explosion of Pop art – Artist spotlight: Andy Warhol
Wk 4	Frame structures	Solid structures	App control	Paper circuits	Artificial Intelligence	Electronic motors
Wk 5	Food	Food Artist spotlight: Paul Cezanne	Animals	Animal – Artist spotlight: Rosa Bonheur	Amazed by architecture	Amazed by architecture – Artist spotlight: Zaha Hadid
Wk 6	Frame structures	Solid structures	App control	Paper circuits	Artificial Intelligence	Electronic motors
Wk 7	Weather	Weather – Artist spotlight: J.M.W Turner	Abstract Art	Abstract Art – Artist spotlight: Wassily Kandinsky	Capturing Conflict	Capturing Conflict – Artist spotlight: Paul Nash
Wk 8	Frame structures	Solid structures	App control	Paper circuits	Artificial Intelligence	Electronic motors
Wk 9	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition
Wk 10	Frame structures	Solid structures	App control	Paper circuits	Artificial Intelligence	Electronic motors



Spring medium term plan

Spring Term Art (green), DT (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Dreams and Nightmares	Dreams and Nightmares – Artist spotlight: William Blake	Royalty	Royalty – Artist spotlight: Hans Holbein the Younger	Exploring Expressionism	Exploring Expressionism – Artist spotlight: Henri Matisse
Wk 2	Slider mechanisms	Lever mechanisms	Pneumatics	Frame Structures	Arch structures	Pulleys and gears
Wk 3	Portraits	Portraits– Artist spotlight: Thomas Gainsborough	Cityscape Art	Cityscape Art – Artist spotlight: Camille Pissarro	The power of love	The power of love – Artist spotlight: Auguste Rodin
Wk 4	Slider mechanisms	Lever mechanisms	Pneumatics	Frame Structures	Arch structures	Pulleys and gears
Wk 5	In the dark of night	In the dark of night – Artist spotlight: Artemisia Gentileschi	Symbolism	Symbolism – Artist spotlight: Edvard Munch	Art and fashion	Art and fashion – Artist spotlight: Piet Mondrian
Wk 6	Slider mechanisms	Lever mechanisms	Pneumatics	Frame Structures	Arch structures	Pulleys and gears
Wk 7	Love for landscapes	Love for landscapes – Artist spotlight: John Constable	Art Deco	Art Deco – Artist spotlight: Tamara de Lempicka	Futurism	Futurism – Artist spotlight: Umberto Boccioni
Wk 8	Slider mechanisms	Lever mechanisms	Pneumatics	Frame Structures	Arch structures	Pulleys and gears
Wk 9	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition
Wk 10	Slider mechanisms	Lever mechanisms	Pneumatics	Frame Structures	Arch structures	Pulleys and gears



Summer medium term plans

Summer Term Art (green), DT (orange)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	The beauty flowers	The beauty flowers – Artist spotlight: Georgia O’Keeffe	A Journey into space	A Journey into space – Artist spotlight: Robert McCall	Art and Religion	Art and Religion – Artist spotlight: El Greco
Wk 2	Wheels and axes	Portable snacks	Shell Structures	Vegetable soup	Cams	Bread
Wk 3	Time for play	Time for play – Artist spotlight: Georges Seurat	Myths and legends	Myths and legends – Artist spotlight: Peter Paul Rubens	Keeping it real	Keeping it real – Artist spotlight: Gustave Courbet
Wk 4	Wheels and axes	Portable snacks	Shell Structures	Vegetable soup	Cams	Bread
Wk 5	Scenes of the sea	Scenes of the sea – Artist spotlight: Ivan Aivazovsky	Impressionism	Impressionism – Artist spotlight: Pierre-Auguste Renoir	The art of anatomy	The art of anatomy – Artist spotlight: Albrecht Durer
Wk 6	Wheels and axes	Portable snacks	Shell Structures	Vegetable soup	Cams	Bread
Wk 7	Ancient Art	Ancient Art – Artist spotlight: The Mesopotamians	Family life	Family life – Artist spotlight: Rembrandt	Cultural tradition in art	Cultural tradition in art – Artist spotlight: Richard Kimbo
Wk 8	Wheels and axes	Portable snacks	Shell Structures	Vegetable soup	Cams	Bread
Wk 9	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition	Class Exhibition
Wk 10	Wheels and axes	Portable snacks	Shell Structures	Vegetable soup	Cams	Bread



## Art & D.T at Loxdale

### Early Years

Our art and D.T journey begins in Early Years at Loxdale, through expressive arts and design. In Nursery children explore different materials freely in order to develop their ideas on how to use them and what to make. They begin to join different materials and explore different textures. Children are taught how to create closed shapes with continuous lines and how to use these shapes to represent objects. Colour and colour mixing are also explored in Nursery. As children move into Reception, they explore use and refine a variety of artistic effects to express their ideas and feelings, they build on their previous learning, drawing with increasing complexity and detail. By the end of Reception children are expected to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to story time**  Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster  *With additional stories from Reading Long Term Plan	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip		Range of non-fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington
<b>EAD</b>	*Listen with increased attention to sounds. *Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. *Take part in simple pretend play, using an object to represent something else. *Join different materials and explore different textures.	*Explore colour and colour mixing *Show different emotions in their drawings and paintings. *Play instruments with increasing control to express their feelings and ideas. *Sing the melodic shape of familiar songs.	*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to help represent objects. *Draw with increasing complexity and detail.		*Begin to develop complex stories using small world equipment. *Make imaginative and complex 'small worlds' with blocks and construction kits.	*Develop their ideas and then decide which materials to use to express them.
Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about Me!	Tell me a Story	The Big Wide World		Crazy Construction	Water, Water, Everywhere!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to Reception story time**  How to fill a bucket Only one me Unicorn ...	The Gruffalo 5 Minutes Peace The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood How to grow a dinosaur		Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<b>EAD</b>	*Explore use and refine a variety of artistic effects to express ideas and feelings. *Return to and build on their	*Create collaboratively sharing ideas, resources and skills.	*Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses.		*Explore and engage in music making and dance, performing solo or in groups.	ELG statements



DT - Long term plan						
Nursery						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Change		People Who Help Us	Bears, Bears, Bears!
<b>Key Texts</b>	**A range of high-quality picture books to introduce children to story time**  Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster  *With additional stories from Reading Long Term Plan	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip		Range of non-fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Key Texts</b>	**A range of high-quality picture books to introduce children to Reception story time**  How to fill a bucket Only one me Unicorn ...	The Gruffalo 5 Minutes Peace The Day the Crayons Quit  *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood How to grow a dinosaur		Three Little Pigs Katie in London  The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<b>EAD</b>	*Explore use and refine a variety of artistic effects to express ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Sing in a group or on their own.	*Create collaboratively sharing ideas, resources and skills. *Develop storylines in their pretend play.	*Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses.		*Explore and engage in music making and dance, performing solo or in groups.	ELG statements

## Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We use comparative judgement in two ways: in the tasks we set (POP tasks) and in comparing a student's work over time.

We use lesson observations to see if the pedagogical style matches our depth expectations.

## Assessment





Each milestone is accompanied by descriptions of end goals, these end goals will become familiar to pupils through targets. Pupils will be made aware of the learning they are working towards each lesson through their WILF, these targets can be used

## Art & D.T at Loxdale











by pupils as a self or peer assessment tool, staff will use these targets to assess pupils' progression. These questions will be a review of the knowledge imparted previously; staff will build these assessments using the questions outlined within the POP tasks.

### Example of milestone end goals

#### Milestone 1

Master practical skills			
<b>Paint</b> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary colours.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thicknesses.</li> <li>Colour (own work) neatly, following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>
<b>Print</b> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/ or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>	<b>Digital media</b> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	 Effects  Techniques  Media and materials  Colour theory

### Example of pupil's targets

Milestone 1 – Year 1 and Year 2	
<b>Develop Ideas</b>  Emotions  Process  Visual language  Vocabulary	
T1	Respond to ideas and starting points.
T2	Explore ideas and collect visual information.
T3	Explore different methods and materials as ideas develop
<b>Take inspiration from the greats</b>  Styles and periods  Artists and artisans	
T4	Describe the work of notable artists, artisans and designers.
T5	Use some of the ideas of artists studied to create pieces
<b>Master Practical skills</b>  Effects  Techniques  Media and materials  Colour theory	
<b>Paint</b>	
T6	Use thick and thin brushes.
T7	Mix primary colours to make secondary colours.