



Art and Design

"He hath made every thing beautiful in his time: also he hath set the world in their heart, so that no man can find out the work that God maketh from the beginning to the end."

Ecclesiastes 3:11

Intent - Art

Our Christian ethos is at the heart of Clifton upon Dunsmore Primary School. Through Art and Design, we nurture creativity, curiosity and an appreciation of the world around us. We aim for every child to feel value and take pleasure in creation; to express their ideas confidently and respect the perspectives of others.

Our curriculum develops practical skills alongside knowledge of artists, craft makers, architects and designers. Children build confidence in drawing, painting and sculpture, alongside printmaking, collage and textiles. They explore how line, colour, tone, texture, shape, form and space communicate ideas. A carefully chosen range of historical and contemporary practitioners, reflecting different cultures and backgrounds, broadens their understanding and inspires their own creative choices.

We aim for children to become thoughtful, independent creators who observe closely, experiment with materials and persevere when ideas need refining. Learning about other people's work supports open minds; giving considerate feedback and valuing different interpretations demonstrates loving hearts.

Implementation - Art

Art is taught through planned blocks of three afternoons, within the alternating three-week Art and Computing cycle. Each block provides time to revisit earlier learning, teach and practise techniques, explore an artist or artistic tradition, and apply learning to a personal outcome. Skills and knowledge are sequenced across year groups so that children deepen their understanding and gain increasing control of materials.

In the Early Years, purposeful play and guided exploration develop mark-making, colour mixing, modelling and fine motor control. In Key Stage 1, children explore materials and techniques, share ideas and compare works of art. In Key Stage 2, sketchbooks record observations, experiments and developing ideas, enabling children to revisit and refine their work.

Teachers model techniques and subject vocabulary explicitly, then provide opportunities for independent experimentation. Artists are studied for their methods, ideas and contexts, helping children develop individual responses. Links with other subjects enrich learning while maintaining clear Art objectives. Adapted tools, visual prompts and practical demonstrations support access; additional challenge encourages more deliberate choices and deeper reflection.

Impact - Art

By the time pupils leave Clifton, we intend them to select and use techniques with increasing confidence, create work that communicates their ideas and explain the choices they have made. They will discuss studied artists and designers, use appropriate vocabulary and offer constructive responses to their own and others' work.

Progress will be evaluated through sketchbooks, practical outcomes, observation and pupil discussion against the knowledge and skills taught. Assessment will consider experimentation, technical development and reflection alongside finished work. Subject leader review will identify strengths and gaps, inform future teaching and check that all pupils can participate and progress.

With open minds and loving hearts, we will achieve.

"And he hath filled him with the spirit of God, in wisdom, in understanding, and in knowledge, and in all manner of workmanship;"
Exodus 35:31

Intent – Design and Technology

At Clifton upon Dunsmore Primary School, Design and Technology develops children's ability to use practical skills and technical knowledge to improve everyday life. Guided by our Christian ethos, we encourage pupils to exercise charity by considering the needs of others, use resources responsibly and approach problems with creativity and perseverance.

We want every child to experience the satisfaction of designing, making, testing and improving a purposeful product for an identified user. Our curriculum builds knowledge of structures, mechanisms, textiles, electrical systems and cooking and nutrition. Children learn how materials and components work, how to select them appropriately and how to use tools safely and accurately.

Studying designers, engineers, inventors and food innovators helps pupils understand how design affects communities. We develop resourceful children who explain decisions, learn from unsuccessful attempts and consider function, appearance and sustainability.

Implementation – Design and Technology

Design and Technology is taught through a dedicated focus week each term, using Kapow Primary. Units are mapped across the school, with Kapow's condensed pathway as a planning reference, to secure National Curriculum coverage and progression in technical knowledge, cooking and nutrition, designing, making and evaluating.

Each focus week includes investigation of existing products, explicit teaching and practice of practical skills, and a design brief with a clear user, purpose and criteria. Pupils communicate ideas through drawings, discussion, templates, models and, where appropriate, computer-aided design. They select materials and components, make their products, test them against their criteria and use feedback to improve them. Evaluation takes place throughout the process.

In the Early Years, children explore construction, joining and simple food preparation through play and guided activities. Key Stage 1 develops purposeful designs, simple mechanisms, structures and practical making skills. Key Stage 2 increases the complexity of products and pupils' understanding of mechanical and electrical systems, including the use of computing to control products. Cooking develops knowledge of healthy eating, food sources, seasonality and preparing increasingly complex dishes, including savoury dishes in Key Stage 2.

Teachers model safe tool use, food hygiene and technical vocabulary, accounting for allergies and individual needs. Adaptations enable participation; challenge develops accuracy and independence. Links with mathematics, science and computing support application. Brief retrieval activities between focus weeks revisit key knowledge.

Impact – Design and Technology

By the time pupils leave Clifton, we intend them to design and make purposeful products, explain how they work and justify material and component choices. They will test outcomes against design criteria, suggest improvements and demonstrate increasingly safe, accurate practical skills. They will understand healthy eating and apply appropriate food preparation techniques.

Progress will be evaluated through design records, practical observation, photographs, products and pupil explanations. Assessment will consider technical understanding, independence and improvement throughout the process. Subject leader review will check curriculum coverage and progression, identify gaps and guide future planning, resources and staff development.

With open minds and loving hearts, we will achieve.