

Frimley Church of England School

Enrichment (Creative element only) - Skills and Knowledge Progression



Intent

- The 'Creative' element of Enrichment is to enable progression in the development of creative skills and to offer a wide range of broader curriculum opportunities, fully utilising the skills of staff and the school's extensive facilities. These skills include Art, DT (including cooking) and Gardening. Children will have the opportunity to experience a range of lessons with a particular focus on use of outside space including the school Science Garden (weather permitting).
- Where possible activities will include child-choice and be child-led to develop creativity and independence further.

Implementation

- Planning is flexible and weather dependent. Children in different groups will have similar but not always identical opportunities (based on the time of year/weather when they do Creative lessons). Planning includes a range of DT, Art, Gardening and cooking opportunities (progression is planned in where possible to ensure children are supported and challenged dependent on their ability).
- The children have weekly lessons which vary in length depending on when their Enrichment is. The classes will rotate through 2 Enrichment opportunities and one French/Music lesson every 3 or 4 weeks.
- They will have consistent opportunities for creativity.
- Child-led activities within the lessons.

Impact

- Excitement and engagement of children who are able to talk about their learning.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities. Feedback is verbal. Evidence is collected through sketch books (where relevant) and photos (where appropriate). Pupil voice is used to ensure attitudes are positive.
- Engagement, enthusiasm and confidence to develop creative skills.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.

Children leave Frimley: With a confident approach to creative learning. They are well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.

National curriculum expectations: The Creative focus will be on Art and DT (including cooking) and Gardening. This provision is in addition to the essential curriculum skills taught in class.

Pupils should be taught to:

Art:

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

DT:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world Technical knowledge.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- apply their understanding of computing to program, monitor and control their products.

Cooking:

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	Art/DT: see relevant documents. Gardening - Seasonal gardening, how to garden/use of tools etc. Introduction to Frimley Garden Award (possibility).	Art/DT: see relevant documents. Gardening - Seasonal gardening, how to garden/use of tools etc. Continuing the Frimley Garden Award (possibility).	Art/DT: see relevant documents. Gardening - Seasonal gardening, how to garden/use of tools etc. Consolidating the Frimley Garden Award (possibility).	Art/DT: see relevant documents. Gardening - Seasonal gardening, how to garden/use of tools etc. Independently applying the Frimley Garden Award (possibility).
Skills	Gardening - Intro to the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.	Gardening – Continuing to use the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.	Gardening – Consolidating their understanding of the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.	Gardening – Independently applying their own knowledge to the Science Garden /staying safe. Pond dipping. Planting daffodil

	<p>DT/Art (focus on year 3 skills) – with support and guidance.</p> <ul style="list-style-type: none"> - Sketching with a focus on tone (nature, facial features, faces, figures). - Collage (to include creating their own collage materials). - Printing (mono-printing, block printing with polystyrene, collagraph printing). - Bridge: design and building. <p>Second half of the year – tbc (to include cooking).</p>	<p>DT/Art (focus on year 4 skills) – with support.</p> <ul style="list-style-type: none"> - Sketching with a focus on tone (nature, facial features, faces, figures). - Collage (to include creating their own collage materials). - Printing (mono-printing, block printing with polystyrene, collagraph printing). - Bridge: design and building. <p>Second half of the year – tbc (to include cooking).</p>	<p>DT/Art (focus on year 5 skills) – with guidance as needed.</p> <ul style="list-style-type: none"> - Sketching with a focus on tone (nature, facial features, faces, figures). - Collage (to include creating their own collage materials). - Printing (mono-printing, block printing with polystyrene, collagraph printing). - Bridge: design and building. <p>Second half of the year – tbc (to include cooking).</p>	<p>bulbs. Opportunity for outdoor art and photography.</p> <p>DT/Art (focus on year 6 skills) – with more independence.</p> <ul style="list-style-type: none"> - Sketching with a focus on tone (nature, facial features, faces, figures). - Collage (to include creating their own collage materials). - Printing (mono-printing, block printing with lino, collagraph printing). - Bridge: design and building. <p>Second half of the year – tbc (to include cooking).</p>
--	---	--	---	--

Bold indicates progression from the previous year.