

'Creativity is putting your imagination to work, and it's produced the most extraordinary results in human culture'. - Sir Ken Robinson

Curriculum Intent

The Craft Curriculum at FHC is designed to ensure that art, craft and design is an exciting and vital part of children's education with the enrichment opportunities we offer our pupils. The skills and knowledge that children will develop throughout each topic are mapped across each year group and are progressive throughout the school.





This enriched curriculum provides visual, tactile and sensory experiences taught through an enquiry led model which provides a special way of understanding and responding to the world. The frequent enhancement opportunities focus on making learning relevant and meaningful incorporating practical experiences for our children. A high-quality art and design education should inspire, engage and challenge children - enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern. At FHC our school environment reflects and celebrates the children's sense of pride and their achievements in their creativity and this is also demonstrated by creative outcomes across the wider curriculum demonstrating the subject's high status in the school.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Within Early Years there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Skills in the Foundation Stage are planned through the objectives within the EYFS curriculum. Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
 - Use different media and materials to express their own ideas
 - Explore colour and use for a particular purpose
 - Develop skills to use simple tools and techniques competently and appropriately
 - Select appropriate media and techniques and adapt their work where necessary

Purpose of Study	
<p>Understanding the world we live in</p> 	<p>At FHC we believe in the importance of craft developing children's vision of themselves and the world around them with a particular focus on building community, confidence and equality. It is through this particular emphasis on diversity and equality in craft that we build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it. Embedded in our curriculum is the exploration of the work of other artists and designers from a vast spectrum of backgrounds, genders, ethnicities and beliefs. As there is a predominately White British population within our area, cultural awareness is developed and fostered through exposure and discussion as children begin to learn about how the world and its artefacts are represented and about the ideologies running through them. Through craft, children are able to embed these whole school values, children are encouraged to honour other people's work and respect the different styles of art around them and are inspired and motivated through the learning of key artists and techniques allowing them to then become independent artists in the choices they have made.</p>
<p>Linked to my life</p> 	<p>To provide children with the skills and confidence to be a successful member of the global community it is imperative that they are regularly exposed to high quality effective communication. John Dewey calls creativity the "most universal and freest form of communication". For our children, being involved in the creation of craft expands their ability to interact with the world around them. Craft can bring life to something which was spoken or read, thought or felt. Rather than being merely an activity which is a leisure pursuit, art enriches our culture and is central to our lives. In order to make sense of the increasingly visual world we live in we must learn to become visually literate. The promotion and use of an accurate and rich vocabulary throughout school is planned into the curriculum where craft specialist language is taught and used within craft lessons and modelled by staff. We encourage conversation, discussion, critique and debate about children's own work and about the work of artists and designers. This embeds and extends our children's knowledge of artistic concepts and principles along with the appropriate language for discussing works of art. When teaching design principles, children are expected to think, respond and create as a professional would.</p>
<p>Practical Skills</p> 	<p>Craft has shaped history and influenced our culture, and it is important for children to know and recognise ways in which this has happened through ambitious ideas, challenge and taking risk. children who take risks make better use of opportunities, express themselves more fully, and enjoy greater confidence and self-esteem. Our culture deeply embeds the value of trying something new and making mistakes by providing an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers. This skill is transferrable across all subjects and areas of their life. By being given the opportunity to experiment and try a variety of disciplines and materials, it is our goal that children will find their enjoyment within the field of craft and will develop confidence and resilience in the face of adversity.</p>
<p>Knowledge</p> 	<p>The Craft subject progression document is a scheme of work which provides children with subject specific knowledge and skills children will need for a broad and balanced creative curriculum. This planning document includes a wealth of rich experiences for learning following the 'Plan, do and review' process. These learning practises include: drawing, painting, textiles, paper craft, sewing, 3D modelling, woodcraft and forest schools, upcycle and re-use, metal work, ceramics, Lego, Mechano and Knex, gardening, baking and cooking. Our craft curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.</p>
<p>Assessment and recording for long term knowledge retention: Craft is assessed through verbal constructive feedback and next steps, with further opportunities to work on the craft, to improve their work and ensure that the skills are being developed. The evidence of work is collected within the craft book which follows the children through the school. Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment and the</p>	

Craft Curriculum FHC



Knowledge and skills progression documents. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

The progressive nature of our craft curriculum provides children with opportunities to revisit areas of craft they have previously studied and practise these skills at new deeper level. As part of our 'Plan, do, review' process the children reflect on work throughout the process of making to consider what is working effectively and how to take their project work further to best effect. Once the 'do' process is complete the children then use their craft books to record an evaluation of their work. Through this process the child has an opportunity to recognise where improvements and developments can be made, wherever possible making these to evolve their work. The evaluation process also allows the child time to reflect on the skill and knowledge that has been learnt.

Progression of Skills for Craft

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.							
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Design purposeful, functional, appealing products for themselves and others based on a design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p>	<p>Design purposeful, functional, appealing products for themselves and others based on a design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion,</p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas</p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas</p>



				<p>sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>
--	--	--	--	---	---	---	--

Working with tools, equipment, materials and components to make quality products

<p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors and Paintbrushes.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Select from and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components</p>	<p>Select and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components including</p>	<p>Select and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of materials and components including</p>	<p>Select and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of</p>	<p>Select and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of</p>	<p>Select and use a range of tools and equipment to perform tasks (for example cutting, shaping, joining and finishing) accurately.</p> <p>Select from and use a wider range of</p>
---	--	---	--	--	---	---	---

Craft Curriculum FHC



<p>and pencils.</p> <p>Plant seeds and care for growing plants.</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>including construction materials, textiles and ingredients according to their characteristic.</p> <p>Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms for example levers, sliders, wheels and axles in their products</p> <p>to use a range of materials creatively to design and make products</p> <p>o use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design</p>	<p>construction materials, textiles and ingredients according to their characteristic.</p> <p>Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>to use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p> <p>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].</p>	<p>materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical systems in their products for example series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>To improve their mastery of art and design techniques, including</p>	<p>materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>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]</p>	<p>materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Understand and use electrical systems in their products for example series circuits incorporating</p>
---	---	---	--	--	--	---	---



<p>Explore colour and colour-mixing.</p>		<p>techniques in using colour, pattern, texture, line, shape, form and space</p>			<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p>switches, bulbs, buzzers and motors</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>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]</p>
<p>Evaluating processes and products</p>							
<p>Talk about what they see, using a wide Vocabulary.</p> <p>Explore how things work.</p>	<p>Share their creations, explaining the process they have used.</p>	<p>To explore a range of existing products.</p> <p>To evaluate their products against a design criteria</p>	<p>To explore a range of existing products.</p> <p>To evaluate their products against a design criteria.</p> <p>Know about the work of a range</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their</p>

Craft Curriculum FHC



<p>Respond to what they have heard, expressing their thoughts and feelings.</p>		<p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>consider the views of others to improve their work.</p> <p>Know about great artists, architects and designers in history.</p>	<p>own design criteria and consider the views of others to improve their work.</p> <p>Know about great artists, architects and designers in history.</p>	<p>own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have shaped the world.</p> <p>Know about great artists, architects and designers in history.</p>	<p>own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have shaped the world.</p> <p>Know about great artists, architects and designers in history.</p>
<p>Food and Nutrition</p>							
<p>Make healthy choices about food, drink</p>	<p>Use a range of small tools, including cutlery.</p> <p>Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and</p>



					know where and how a variety of ingredients are grown, reared, caught and processed.		know where and how a variety of ingredients are grown, reared, caught and processed

Coverage Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	1. Skills for routine practice in provision and through small group guided teaching in EYFS: <ul style="list-style-type: none"> • Cutting skills • Paint mixing- pre mix • Paintbrush loading • Manipulation of playdough to: roll sausages, balls, pressing and poking with fingers etc • Pencil grip & 7 initial patterns for pencil control • Threading 					
	Potato printing with fabric paint Decorating buns and biscuits	Cutting skills Fridge set bakes	Threading skills Hand print tiles (PD skills rolling and shaping)	Boat/ raft building Magnetic construction kit Duplo	Stick men and fairy houses Grass heads	Box modelling Tin foil leaf reliefs
FS2	2. Skills for routine practice in provision and through small group guided teaching in EYFS: <ul style="list-style-type: none"> • Cutting skills 					

Craft Curriculum FHC



	<ul style="list-style-type: none"> • Paint mixing- pre mix • Paintbrush loading • Manipulation of playdough to: roll sausages, balls, pressing and poking with fingers etc • Pencil grip & 7 initial patterns for pencil control • Threading 					
	Fabric paint and stencils & Indian block prints Air dry clay modelling (PD skills rolling and shaping manipulating to make a desired shape) Stained glass biscuits Duplo	Kiddi Knex Industrial transient art using recycled industrial materials. Banana splits	Levers: Pop up cone puppets Jelly	Sewing shapes with pre punched holes Growing potatoes	Whittling using potato peelers Tin foil and string artwork Growing strawberries	Push pin puppets in card Lemonade Fruit juice
Year 1	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <ul style="list-style-type: none"> • <i>NC KS1 - To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i> <p>Skills for routine practice in provision and through small group guided teaching in <u>YEAR 1</u>:</p> <ul style="list-style-type: none"> • Refine cutting skills • Paint mixing from powder paint • Watercolours & how to load a brush effectively 					
	Weaving Paper weaving for technique then onto fabric Making wind chimes- copper and plastic tubing, safe use of pipe cutters.	Folding techniques Pinch pots Tray bakes	Sewing felt pre-punched designs to make owls Giant Mechano Wooden Mechano	Tallest tower using rolled up newspaper Marshmallow and cocktail stick challenge	Using secateurs to prune and cut out wood- ash beads Growing green beans	Scrap store workshop- junk modelling Growing sunflowers Fruit salads and fruit kebabs (fruity snacks)

Craft Curriculum FHC

Year 2	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <ul style="list-style-type: none"> <i>NC KS1 - To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i> 					
	Shibori tie-dye Coil pots soup making	Paper making with pattern printing Lego free building structures and following instructions	Sewing on darice plastic templates Baking with chocolate	Bridge building challenge- mix of purposes: transport vehicles (test to destruction)	Willow weaving- large scale people Pyrography Growing herbs	Plastic bottle flower sculptures Making musical instruments- STOMP musical
Year 3	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <ul style="list-style-type: none"> <i>NC KS2 - To learn about great artists, architects and designers in history.</i> 					
	Tataki zome Jam jar snow globes- hot glue guns	Decoupage Victorian clay tiles	Making drawstring pouches Knex free building and following instruction	Models using levers (push pull) and pulleys (fulcrum)- art card Caring for indoor plants	Using hand saws and whittling: making tent pegs Sweet treats: cookies, biscuits, snack bars and hot cross buns (kneading dough)	Metal wire people sculptures with wooden block base Hot drinks and cold treats (ice cream sundaes, ice lollies)
Year 4	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <ul style="list-style-type: none"> <i>NC KS2 - To learn about great artists, architects and designers in history</i> 					
	Batique lampshades (Natural forms for inspiration) Christmas stocking: Cross stitch on binca Applique shapes and beading/buttons etc	Origami (with Mrs Jez) Lego dacta-moving models	Rubber band box car modelling art card challenge- kits pre-bought cupcakes	Whittling: spoon making in forest schools	Bottle top robots Slab building Growing salad, cucumbers and strawberries	Aluminium spheres from tinfoil- use of hammers Picnic sandwiches, sausage rolls, cress, scones, make butter out of cream

Craft Curriculum FHC



Year 5	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <p><i>NC KS2 - To learn about great artists, architects and designers in history</i></p>					
	<p>Screen printing Xmas wrapping paper. Single colour and then onto multi-colour</p> <p>Hand saws and Hand Drill: Reindeer making in forest schools</p>	<p>Quilling</p> <p>Balance</p>	<p>Making a purse with a zip or button fastening & embellishments eg: felt flowers</p> <p>Cakes</p>	<p>Coat hooks- using reclaimed wood backboards and door knobs, cutlery etc</p>	<p>Lost Wax casting jewellery- mod rock moulds for process (Benin topic)</p> <p>Pneumatic lego</p>	<p>Raku pottery</p> <p>Growing flowers from seed- to plant out in school borders</p> <p>Breakfast challenge- boiled eggs- attend the big breakfast event at the Yorkshire showground</p>
Year 6	<p>When delivering Craft Curriculum ensure coverage of ‘Work of Other Artists’ section from skills document. Also to be delivered through Art Appreciation sessions.</p> <p><i>NC KS2 - To learn about great artists, architects and designers in history</i></p>					
	<p>Needle punch</p> <p>Paper cutting- using a craft knife</p>	<p>Sewing machine sessions- simple tote bags</p> <p>Glazing techniques – with support of high school</p>	<p>Cogs: pop puppet box</p> <p>Raspberry pie challenge</p> <p>Bread making</p>	<p>Hand saws and Hand Drill: stools making in forest schools</p> <p>Pizzas- handmade dough</p>	<p>Upcycled planters for tomato plants and drip feeding watering system</p>	<p>Hand control buzzer track game- electricity and buzzer</p> <p>Growing tomatoes</p>