



Steam Mills Whole School Theme Art & Design and D&T: Year B

Article 29: Your education should help you use and develop your talents and abilities.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year R	<p>Theme: Informed by the children's needs, interests and ideas</p> <p>Artists introduced through CC links : Josef Albers, Wassily Kandinsky/Robert Delaunay, Piet Mondrian, Paul Klee, (Modern)</p> <p>C of E L: Play and Exploration, Active Learning, Creating and thinking critically</p> <p>AoL: Prime Areas and EAD</p> <p>Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made 	<p>Theme: Informed by the children's needs, interests and ideas</p> <p>Artists introduced through CC links : Gustav Klimt (Romantic) Robert Indiana (Contemporary)</p> <p>C of E L: Play and Exploration, Active Learning, Creating and thinking critically</p> <p>AoL: Prime Areas and EAD</p> <p>Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made 	<p>Theme: Informed by the children's needs, interests and ideas</p> <p>Artists introduced through CC links : Georgia O Keefe/ Kaffe Fassett (Modern)(Contemporary)</p> <p>C of E L: Play and Exploration, Active Learning, Creating and thinking critically</p> <p>AoL: Prime Areas and EAD</p> <p>Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made
Class 2 Year 1/2	<p>Theme: London NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p>	<p>Theme: Home and Away NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p>	<p>Theme: Important People NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p>

Skills for Learning, Learning for Life

<p>Ar1/1.2 to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;">Landscape/Collage</p> <p>Art: Collage – Henri Matisse (collage skills) Create a landscape of Great Fire of London using different materials.</p> <p>Skills Progression Year 1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Responding to ideas, exploring different tools ➤ Explore simple pattern <p><i>Design and make images</i></p> <ul style="list-style-type: none"> ➤ Communicate ideas and meanings simply. ➤ Investigate pattern and shape in the environment ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from memory, observation or imagination ➤ Identify ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use and investigate a variety of visual and tactile materials ➤ Use a range of processes to show ideas ➤ Select the best materials for the job ➤ Create collage with a range of materials and textures <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about paintings and say what they feel 	<p>Ar1/1.2 to use painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;">Painting/Drawing/Sculpture</p> <p>Art: Clifford Possum Tjapaltjarri -Indigenous art – focusing on line/pattern to create images. Use animals as a focus.</p> <p>Art: Sculpture - create a clay animal with aboriginal patterns based on their painting.</p> <p>Skills Progression Year1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Respond to ideas, explore different drawing and painting tools. Explore simple pattern, ➤ Design and make images/artefacts ➤ Communicate ideas and meanings very simply. ➤ Investigate pattern and shape in the environment ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from observation, memory or imagination ➤ Identify different ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use primary and secondary colours ➤ Use and investigate a variety of visual and tactile materials 	<p>Ar1/1.2 to use painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;">Portraits/Painting</p> <p>Art: Portraits – Lowry (Modern) stylised portraits of important people</p> <p>Skills Progression Year1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Responding to ideas, exploring different tools ➤ Exploring different drawing and painting tools ➤ Design and make images ➤ Communicate ideas and meanings simply. ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from memory, observation or imagination ➤ Identify ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use primary and secondary colours. ➤ Use and investigate visual materials. ➤ Use a range of processes to show ideas ➤ Select the best materials for the job <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about portraits and say what they feel ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work.
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	<ul style="list-style-type: none"> ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work. ➤ Think of ways to adapt and improve. ➤ Begin to use these ways to improve work. ➤ Explore ideas and change what they have done to make a better result. <p><i>Control and Expertise:</i></p> <ul style="list-style-type: none"> ➤ Use some control when creating their artwork ➤ Use a range of media and materials. <p>Design and Technology NC Links</p> <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge</p>	<ul style="list-style-type: none"> ➤ Use a range of materials and processes to show ideas/meanings. Select the best materials for the job. <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about their work and say what they like ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work. Think of ways to adapt and improve. Begin to use these ways. Explore ideas and change what they have done to make a better result. <p><i>Control and Expertise:</i></p> <p><i>Mix colours randomly</i></p> <ul style="list-style-type: none"> ➤ Use control when drawing and painting ➤ Use a range of tools, make marks and patterns using different sizes and thickness of tools. <p>Design and Technology NC Links</p> <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p>	<ul style="list-style-type: none"> ➤ Think of ways to adapt and improve. Begin to use these ways. Explore ideas and change what they have done to make a better result. <p><i>Control and Expertise:</i></p> <ul style="list-style-type: none"> ➤ Mix colours randomly ➤ Use some control when drawing and painting ➤ Use a range of pencils when sketching. ➤ Make a variety of lines using different sizes and thickness when sketching portraits. ➤ Mix secondary colours when painting portrait. ➤ Use shading to create different effects. <p>Design and Technology NC Links</p> <p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics</p>
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<p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable DT1/1.4b explore and use mechanisms, in their products.</p> <p>Design a fire engine (must include an axle/dowel)</p> <p>Skills Progression: Year 1/2 <i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from their experience, talk about their ideas and say what needs to be done. ➤ Describe what they want to do and make lists of materials they will need. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use their knowledge of some working characteristics e.g. levers. ➤ Use levers in the plan ➤ Say how the product will be useful. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. <p><i>Making:</i></p> <ul style="list-style-type: none"> ➤ Know the features of a familiar product. ➤ Use a scissors to cut. ➤ Join two materials together – often with glue. ➤ Make a simple model for the focus purpose. Know about basic safety. ➤ Begin to select tools for joining. Measure out and cut materials. Use a simple template for cutting. Practise skills before using them. ➤ Select tools and techniques appropriate for the job. Follow basic safety rules. <p><i>Product and Evaluation:</i></p>	<p>DT1/1.2b select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable Sculpture - create a clay animal with aboriginal patterns based on their painting.</p> <p>Skills Progression: Year 1/2 <i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from the experience of researching the structures, talk about their ideas and say what needs to be done. ➤ Describe what they want to do using pictures and words. ➤ Make a list of materials they will need. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use knowledge of some working characteristics of materials when designing. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. <p><i>Making:</i></p>	<p>DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable DT1/1.4b explore and use mechanisms, in their products.</p> <p>Design a frame (must contain wood) for the portrait</p> <p>Skills Progression: Year 1/2 <i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from their experience, talk about their ideas and say what needs to be done. ➤ Describe what they want to do with pictures and words and make lists of materials they will need. ➤ Join two materials together often with glue. Use scissors to cut. ➤ Use their knowledge of some working characteristics of materials. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. ➤ Say how their product will be useful to the user. <p><i>Making:</i></p> <ul style="list-style-type: none"> ➤ Know the features of some familiar products.
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	<ul style="list-style-type: none"> ➤ Recognise characteristics of familiar products. ➤ Know how some moving objects work. Use simple terms to talk about their own and others work. ➤ Identify materials and mechanisms in familiar products. ➤ Talk about how moving objects work. ➤ Describe how a commercial product works. Use the terms 'like' and 'dislike' when evaluating. ➤ Use digital photography to present their finished contraption. ➤ Recognise what they have done well, talk about what to improve. <p>Seek the views and judgements of others, predict how changes will improve the product.</p>	<ul style="list-style-type: none"> ➤ Join two materials together, often with glue. Use scissors. ➤ Make simple models. ➤ Know about basic safety. ➤ Begin to select tools for folding/joining, practise skills before using them, use simple finishing techniques to complete the structure e.g. painting. Select tools and techniques appropriate to the job. ➤ Follow basic safety rules. <p><i>Product and Evaluation:</i></p> <ul style="list-style-type: none"> ➤ Use simple terms to talk about their own and others work. ➤ Identify materials. ➤ Describe how a commercial product (opera house) works and explain why it is useful. ➤ Use the terms 'like' and 'dislike' when evaluating or describing. ➤ Use digital photography to present the finished work. ➤ Recognise what they have done well, talk about what to improve. ➤ Seek the views and judgements of others, predict how changes will improve the product. 	<ul style="list-style-type: none"> ➤ Join two materials together, often with glue. Use scissors. ➤ Make simple models. ➤ Begin to select tools for joining, practise skills before using them, use simple finishing techniques to complete the weathervane. ➤ Follow basic safety rules. <p><i>Product and Evaluation:</i></p> <ul style="list-style-type: none"> ➤ Recognise the characteristics of familiar products. ➤ Know how some moving objects work (? photo frame stand?). ➤ Use simple terms to talk about their own and others work. I ➤ Identify materials and mechanisms in a familiar product. ➤ Talk about how the moving parts work on the frame, describe how a commercial product works and explain why they are useful. ➤ Use the terms 'like' and 'dislike' when evaluating. ➤ Recognise what they have done well, talk about what to improve. ➤ Seek the views and judgements of others, predict how changes will improve the product.
Class 3 Year 3/4	<p>Theme: Stone Age and Iron age NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials</p>	<p>Theme: Extraordinary Earth NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials</p>	<p>Theme: Romans NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including sculpture with a range of materials</p>

	<p>Ar2/1.3 about great artists in history.</p> <p>Painting Art: Banksy (Contemporary) Cave Paintings – recreate a cave painting telling the children's own story and using the work of Banksy as inspiration</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, begin to work more abstractly. ➤ Collect visual and other information. ➤ Experiment in different ways, use a sketchbook to make notes about skills and techniques and annotate ideas. ➤ Experiment with mood using colour. ➤ Create artwork following an idea and create a visual story through a 'cave painting'. ➤ Plan work carefully before beginning. Use other cultures and times as a stimulus and experiment to create a piece of art in the style of the ancient civilizations studied. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Mix and use tertiary colours, design, draw and paint images for the purpose of story telling. ➤ Use research, knowledge and understanding of the stone age and iron age civilisations. ➤ Use a range of materials and techniques – e.g. make own paint and tools for painting ➤ Use a combination of visual and tactile ideas. 	<p>Ar2/1.3 about great artists in history.</p> <p>Paint/ Marbling Art: Katsushika Hokusai (Classical) Create their own interpretation of a natural phenomenon using the work of Hokusai e.g. Fine wind, clear weather / the great wave</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, collect visual and other information, use a sketchbook to make notes, experiment with ideas and annotate ideas, making notes also about artists and their skills and techniques. ➤ Use digital images to collect collage ideas. ➤ Create artwork following an idea and create their own interpretation of 'volcanic eruption' and 'a view from space'. ➤ Experiment with mood using color. ➤ Plan ideas and order tasks carefully. Use research into the artists and geographical and historical events (volcanic eruptions) as a stimulus and experiment to work in the style of Pollock and Hockney <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Mix and use tertiary colours – to use in the dripping technique ➤ Design, draw and paint images using research, knowledge and understanding of the location and times of volcanic eruptions. ➤ Use technology to create effects and use as part of the collage end piece. 	<p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Mosaics Art: Antoni Gaudi (Romanticism) Create a mosaic about a Roman God/Goddess using the work of architecture/Antoni Gaudi</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, collect information, use a sketchbook to make notes and annotate, ideas. ➤ Begin to work more abstractly. ➤ Create artwork following an idea and create their own mosaic interpretation of 'A Roman God/Goddess'. ➤ Plan work carefully before beginning. ➤ Use the work of artists from another culture to explore the technique. ➤ Use a combination of visual images (secondary) and tactile images – (environment) to provide information that will enable work using the technique and in the style of the ancient civilization. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Design, draw images using research, knowledge and understanding of the Roman civilisation. ➤ Use a range of materials to explore and rehearse the mosaic technique. ➤ Use a combination of visual and tactile ideas. ➤ Combine different materials in different ways. ➤ Make specific choices between processes and materials.
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	<ul style="list-style-type: none"> ➤ Combine different materials in different ways to make paint and mark making tools. ➤ Make choices between processes and materials. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge (paint /colour mixing) to improve work. ➤ Adapt and refine to reflect purpose. ➤ Compare others' work with their own, appraise using constructive criticism. ➤ Use appraisal of others for improvement. <p>Control and Expertise:</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. Practise to improve skills. ➤ Create texture by adding dots/lines to the tile. ➤ Use pencils of different grades to explore different effects during the planning stage. ➤ Make different tones of colour using black and white. ➤ Use brushes in different ways. Indicate movement using lines. ➤ Show tone and texture by hatching/cross hatching. ➤ Select appropriate materials. ➤ Show shadow or reflection by shading, select appropriate drawing materials. <p>Design and Technology NC Links DT2/1.1 Design DT2/1.1a 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</p>	<ul style="list-style-type: none"> ➤ Use a montage of art work and digital images. ➤ Use a combination of visual and tactile ideas. ➤ Combine different media and materials in different ways. ➤ Make choices between processes and materials. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge to improve work. ➤ Compare others' work with their own, appraise using constructive criticism. Use appraisal of others for improvement. <p>Control and Expertise:</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. ➤ Practise to improve skills. Create texture by adding dots/lines to the eruption painting. ➤ Make different tones of colour using black and white, use different angles to create different effects. Indicate movement using lines. ➤ Show tone and texture by mixing hot colours of different consistency to create the variance in lava and its movement. ➤ Select appropriate materials. Show shadow or reflection through tonal variance. <p>Design and Technology NC Links DT2/1.1 Design</p>	<p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge to improve work. Adapt and refine art work to reflect purpose. ➤ Compare others' work with their own, appraise ideas, methods and approaches using constructive criticism. ➤ Use appraisal of others for improvement. <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. ➤ Practise to improve skills. ➤ Use repeat pattern in design. ➤ Select appropriate materials. <p>Design and Technology NC Links DT2/1.1 Design DT2/1.1a 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 DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including ingredients,</p>
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	<p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen more complex structures</p> <p>Create a weaved basket using natural materials. (Link with Rewild project Speech House activity day)</p> <p>Skills Progression: Year 3/4</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p>	<p>according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce structures</p> <p>DT2/2.1 Cooking & Nutrition</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Design and make flat bread/applecake</p> <p>Skills Progression: Year 3/4 Design and Develop:</p>
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	<p>Design and Develop:</p> <ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about material properties and create a plan. ➤ Ensure plans are realistic and show the order of working in plans and use models, pictures and words in their design. ➤ During planning, recognise the design must reach a range of needs, say why it would be useful in the Stone Age. ➤ Collect and use information to generate ideas, consider the way the product will be used. ➤ Understand a product must meet a range of criteria and constraints and that consideration needs to be given to material properties. ➤ Think about the order of their work ➤ Produce step by step plans, make ongoing sketches and annotations to the design plan. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using cms. ➤ Choose tools and equipment that will be effective and appropriate to the job. ➤ Make the finished product neat and tidy. ➤ Increasingly model ideas before making. ➤ Measure accurately to cms <p>Product and Evaluation:</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well, be able to suggest further improvements for the finished article. ➤ Suggest which elements they would improve and show how their evaluation has led to improvements. 	<p>DT2/1.4c understand and use electrical systems in their products</p> <p>Create a working, model volcano</p> <p>Skills Progression: Year 3/4</p> <p>Design and Develop:</p> <ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about properties of materials and create a plan. ➤ Show the order of working in plans and use models, pictures and words in their design. ➤ Make increasing use of technology to plan ideas – research/. ➤ During planning, recognise the design must reach a range of needs. ➤ Explain why their design will be useful. ➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints. ➤ Think about the order of their work ➤ Consider the way the volcano will erupt, and electricity to make the lava further illuminate . ➤ Produce step by step plans and make ongoing sketches and annotations. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using cms. Choose tools and equipment that will be effective. ➤ Prepare by assembling before joining using tools and techniques. ➤ Work out how to make models stronger, altering and adapting to strengthen. 	<ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about material properties and create a plan. ➤ Use models, pictures and words in the design. ➤ Show the order of working in plans and use models, pictures and words in their design. ➤ Ensure plans are realistic and appropriate for the aim. ➤ Make increasing use of technology to plan ideas – research/images. ➤ During planning, recognise the design must reach a range of needs. ➤ Explain why their design will be useful. ➤ Apply what they know about mechanisms to create movement when planning and designing (Da Vinci) . ➤ Investigate a range of products (breads) to see how they taste. ➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints. Think about the order of their work ➤ Produce step by step plans and make ongoing sketches and annotations. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using grams and cms. ➤ Choose tools and equipment that will be effective. ➤ Make holes using a punch/drill. ➤ Prepare by assembling before joining using tools and techniques. ➤ Use scoring and folding for precision, work out how to make models stronger altering and adapting. ➤ Combine components in different ways. ➤ Make the finished product neat and tidy. ➤ Begin to select their own ingredients when making flat bread/applecake
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	<ul style="list-style-type: none"> ➤ Talk about what they like/dislike, give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Test before improving ➤ 	<ul style="list-style-type: none"> ➤ Make the finished product neat and tidy. ➤ Model ideas before making, measure accurately to cms. ➤ Combine materials for strength and to improve appearance. ➤ Use temporary and permanent techniques to join and fasten the volcano together. ➤ Join with a greater range of techniques. ➤ Understand how turning mechanisms, levers work together (making the circuit) <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well, be able to suggest further improvements for the finished article. ➤ Suggest which elements they would improve and show how their evaluation has led to improvements. ➤ Talk about what they like/dislike and give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Carry out tests before making improvements. 	<ul style="list-style-type: none"> ➤ Model ideas before making, measure accurately to cms and grams. ➤ Combine materials for strength and to improve appearance. ➤ Use temp and perm fastenings to join materials on the ship. ➤ Join materials with a greater range of techniques. ➤ Understand how wheels, axles, turning mechanisms, hinges and levers all work together. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well in their ship design and be able to suggest further improvements for the finished article. ➤ Suggest which elements they would improve and show how their evaluation has led to improvements. ➤ Talk about what they like/dislike about their design and give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Carry out tests before making improvements.
Class 4 Year 5/6	<p>Theme: World War II NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Theme: Rivers NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Theme: Ancient Greece NC Links</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>

	<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists in history. Etching/Printing/Charcoal</p> <p>Art: Kaethe Kollwitz (expressionist) – create a piece of art work linked to Kollwitz and the tragedy of the war.</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about the subject of their artwork and the medium used. ➤ Use inspiration from Kollwitz to develop their ideas. ➤ Experiment with combinations of materials and media and techniques. ➤ Keep detailed notes in a sketch book and use in their reflection and to improve their ideas. ➤ Use a full range of design, experimentation, exploration alongside the work of Escher to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different effects towards an end point – looking at the moonscape and portraying the spherical shape of their scene. 	<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials</p> <p>Ar2/1.3 about great artists in history. Water Colours and Pastels</p> <p>Art: Monet (modern/impressionist) – creating a picture focusing on technique and water reflections</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about their rainforest scene. ➤ Use inspiration from Monet to develop their ideas. ➤ Experiment with combinations of techniques and materials. ➤ Keep detailed notes in a sketch book. ➤ Use a full range of design, experimentation, exploration alongside the work of Rousseau to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different effects towards an end point – looking at e.g. movement, perspective, reflection. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Evaluate own and others' work, explain/justify their own reasons. ➤ Use analysis when commenting on ideas. 	<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists in history. Sculpture</p> <p>Art: Rembrandt (Baroque) Greek Pottery with story etched in and create mythical creature</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about sculpture. ➤ Use inspiration from greek artefacts to develop their ideas. ➤ Experiment with combinations of techniques and materials. ➤ Keep detailed notes in a sketch book. ➤ Use a full range of design, experimentation, exploration alongside the work of others, research and knowledge of the ancient lifestyle to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different visual and tactile effects towards an end point. <p>Evaluating:</p> <p>Evaluate own and others' work, explain/justify their own reasons. Use analysis when commenting on ideas. Consider the end point when adapting and improving their work.</p>
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<p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Evaluate own and others' work, explain/justify their own reasons. Use analysis when commenting on ideas. ➤ Consider the end point when adapting and improving their work. ➤ Analyse and comment on their own and others' ideas, methods and approaches. ➤ Make on going revisions to refine their work. Several adaptations to move towards the end point. <p>Control and Expertise:</p> <ul style="list-style-type: none"> ➤ Develop and improve their own style, use their drawing to show emotion. ➤ Combine tints, tones and shades. ➤ Convey emotion through their artwork. ➤ Choose a limited range of colour/tone to produce a chosen effect. ➤ Begin to use perspective in art, work with precision and care towards an end point. ➤ Make adaptations based on their own reflections and comments of others. <p>Design and Technology NC Links DT2/1.1 Design DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2 Make</p>	<ul style="list-style-type: none"> ➤ Consider the end point when adapting and improving their work. ➤ Analyse and comment on their own and others' ideas, methods and approaches in creating mood and emotion. ➤ Make on going revisions to refine their work. ➤ Several adaptations to move towards the end point. <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Develop and improve their own style, use their drawing to show movement. ➤ Combine colour, tints, tones and shades. ➤ Convey feeling/emotion through their artwork. ➤ Choose to use a limited range of colour/tone to produce a chosen effect. ➤ Begin to use perspective in art, work with precision and care towards an end point. ➤ Make adaptations based on their reflections and comments of others. <p>Design and Technology NC Links DT2/1.1 Design DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> ➤ Analyse and comment on their own and others' ideas, methods and approaches in order to create a vivacious portrait. Make on going revisions to refine their work. Several adaptations to move towards the end point. <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Develop and improve their own style, use drawing to show depth, perspective and movement. ➤ Convey emotion through their artwork. ➤ Choose to use a limited range of colour/tone to produce a chosen effect. ➤ Begin to use perspective in art, work with precision and care towards an end point. ➤ Make adaptations based on their reflections and comments of others. <p>Design and Technology NC Links DT2/1.1 Design DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including ingredients,</p>
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<p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p> <p>Design a circuit with buzzers to convey a morse code.</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Make more complex designs using a combination of mechanisms. ➤ Plan the order of work by thinking ahead. 	<p>DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, textiles according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge DT2/1.4b understand and use mechanical systems in their products</p> <p>Textiles using tie-dye, textures and printing.</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Plan the order of work by thinking ahead. 	<p>according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/2.1 Cooking & Nutrition DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients Food- making pittas and dips</p> <p>Skills Progression: Design and Develop:</p> <ul style="list-style-type: none"> ➤ Plan the order of work by thinking ahead.
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	<ul style="list-style-type: none"> ➤ Use sketches to show other ways of doing things and then make a choice about circuit design. ➤ Use various sources of information and draw on them in design. ➤ Meet an identified need e.g to communicate through the use of a code system ➤ Keep cost constraints in mind when selecting materials and designing. Use knowledge of sciences/art when designing. Incorporate commercial aspects where necessary in the coding circuit design. ➤ Draw scaled diagram using ratio. ➤ Calculate the materials needed and use to estimate a cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure with precise detail (mm) and ensure products are carefully finished. ➤ Carry out tests to see if the design works. ➤ Make improvements from design suggestions. ➤ Work in a safe way. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the circuit before combining and assembling. Understand how the circuit might be mass produced. ➤ Produce a simple manual for the care of the coding circuit. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design. 	<ul style="list-style-type: none"> ➤ Use sketches to show other ways of doing things and then make a choice about the dying design. ➤ Use various sources of information and draw on them in design. ➤ Keep cost constraints in mind when selecting materials and designing. Use knowledge of science/art when designing. ➤ Incorporate commercial aspects where necessary in the dye design. ➤ Draw scaled diagram using ratio. ➤ Calculate the material cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Carry out tests to see if the design works. ➤ Make improvements from design suggestions. ➤ Work in a safe way, ➤ Measure and cut precisely to mms. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the dyeing process before combining and assembling. ➤ Understand how the design might be mass produced. ➤ Produce a simple manual for the dyeing process and features. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design. ➤ Clarify ideas through drawing and modelling. 	<ul style="list-style-type: none"> ➤ Use sketches to show other ways of doing things and then make a choice about pittas and dip variations . ➤ Use various sources of information and draw on them in design. ➤ Meet an identified need – design and create Greek pitta bread and accompanying dips and select ingredients ➤ Keep cost constraints in mind when selecting ingredients and dip designing. ➤ Use knowledge of culture/geography when designing. Incorporate dietary aspects where necessary in the meal design. ➤ Draw. ➤ Calculate the material cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Carry out tests to see if the dough works. ➤ Make improvements from design suggestions. ➤ Measure precisely to grams. ➤ Work in a safe and hygienic way, use proportions when cooking by doubling and halving recipes. ➤ Measure in precise detail, finish products carefully. ➤ Make separate elements of the meal before combining and assembling. ➤ Understand how the meal might be mass produced. ➤ Produce a simple manual for the meal – ingredients/cooking instructions. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design.
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	<ul style="list-style-type: none"> ➤ Clarify ideas through drawing and modelling. ➤ Use testing to improve models and finished product. ➤ Research products using the internet. ➤ Test and evaluate commercial products, understanding how this information will support them in their own product design. <p>Evaluate a range of different sources of information using advertisements/handbooks.</p>	<ul style="list-style-type: none"> ➤ Use testing to improve models and finished den product. ➤ Research products using the internet. ➤ Test and evaluate commercial products, understanding how this information will support them in their den design. <p>Evaluate a range of different sources of information using advertisements/handbooks.</p>	<ul style="list-style-type: none"> ➤ Clarify ideas through drawing and modelling. ➤ Use testing to improve models and finished meal product. ➤ Research products using the internet/supermarket visit. ➤ Test and evaluate commercial products, understanding how this information will support them in their meal design. <p>Evaluate a range of different sources of information using packaging /advertisements.</p>
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