



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

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

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<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</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: 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</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: 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</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made

Skills for Learning, Learning for Life

Year R	<p>Theme: Informed by the children's needs, interests and ideas C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD</p> <p>Skills Progression:</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: 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 C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD</p> <p>Skills Progression:</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: 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 C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD</p> <p>Skills Progression:</p> <ul style="list-style-type: none"> ➤ 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>Skills Progression:</p> <ul style="list-style-type: none"> ➤ Design and Develop: 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: Explorers NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use painting to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Theme: Weather NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Theme: Royal Forest of Dean NC Links</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Colour Mixing (primary and secondary colours) Art: Kandinsky – abstract work focusing in on colour and line formation</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 ➤ 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 paintings and say what they feel ➤ 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> <ul style="list-style-type: none"> ➤ Mix colours. Use some control when painting ➤ Mix secondary colours to make a wide range of new colours. 	<p>Blending/Mark making with chalks/pastels Art: Cloud formations – Van Gogh (modern/impressionist) – using pastels/chalks create sky line pictures of different cloud formations or sunset/sunrise.</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 ➤ 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 and investigate visual materials. Use primary and secondary colours ➤ 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 paintings and say what they feel ➤ 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> <ul style="list-style-type: none"> ➤ Use some control when drawing 	<p>Drawing Art: Marbling/ Silhouette Drawing – Kirsten Bailey (Contemporary) Trees and silhouettes using the forest.(could also link to Forest of Dean Sculpture Trail)</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 tools. ➤ Explore simple pattern, ➤ Design and make images/artefacts ➤ Investigate pattern and shape in the environment ➤ Explore ideas and collect information in a sketch book Reproduce from observation. <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 materials 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 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> <ul style="list-style-type: none"> ➤ Use control when drawing
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	<p>Design and Technology</p> <p>NC Links DT1/1.1 Design 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, and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make 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 components, including ingredients, according to their characteristics</p> <p>DT1/1.3 Evaluate 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>DT1/2.1 Cooking & Nutrition DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p>	<p>➤ Use a range of pastels. Use shading to create different effects.</p> <p>Design and Technology</p> <p>NC Links DT1/1.1 Design 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 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 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>	<p>➤ Use a range of pencils, make a variety of lines using different sizes and thickness. ➤ Use shading to create different effects.</p> <p>Design and Technology</p> <p>DT1/1.1 Design 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 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 according to their characteristics</p> <p>DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of materials DT1/1.3b evaluate their ideas 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</p>
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	<p>Healthy Smoothies 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 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 knife to cut. ➤ Know about basic hygiene and safety. ➤ Select tools and techniques appropriate for the job. ➤ Follow basic safety rules. Understand and use the term ingredient, understand the main rules of food hygiene. Use simple scales/balances. <p><i>Product and Evaluation:</i></p> <ul style="list-style-type: none"> ➤ Recognise characteristics of familiar products. ➤ Know the benefit of fruit and vegetables ➤ Use the terms 'like' and 'dislike' when evaluating. ➤ Use digital photography to present their finished lunchbox. ➤ 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. 	<p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b explore and use mechanisms, in their products.</p> <p>Wacky Windmills Skills Progression: Year 1/2 <i>Design and Develop</i></p> <ul style="list-style-type: none"> ➤ <i>Design and Develop:</i> ➤ 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 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> <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>	<p>Creating a castle with moving drawbridge Skills Progression: Year1 /2 <i>Design and Develop</i></p> <ul style="list-style-type: none"> ➤ <i>Design and Develop:</i> ➤ 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 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> <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"> ➤ Know how some moving objects work. Identify materials and mechanisms in a familiar product. ➤ Talk about how the moving parts work, describe how a commercial product works and explain why they are useful. ➤ Use the terms 'like' and 'dislike' when evaluating.
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Class 3 Year 3/4	<p>Theme: Where in the World? 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>Ar2/1.3 about great artists in history.</p> <p>Printing Art: Power Prints (Kapow) – with Andy Warhol link (Contemporary) Each child to create a tile for printing and then create a class 'tomb' style wall paper with hieroglyphics to tell a story using the pop art style.</p> <p>Skills Progression Year 3/4 Art</p> <p>➤ Exploring and Developing:</p>	<p>Theme: Vikings and Saxons 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, architects and designers in history.</p> <p>Collage/Sketching Art: Joseph William Mallard Turner (Classical) Create a mixed media Viking seascape Leonardo Da Vinci (Renaissance) Sketch a Viking figure head to represent yourself</p> <p>Skills Progression Year 3/4 Art</p> <p>Exploring and Developing:</p>	<p>Theme: Local Industry Charcoal Relief 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, architects and designers in history.</p> <p>Painting Art: Pablo Picasso (Modern)– Create a portrait of a miner using the work of Picasso as inspiration e.g. 'The Weeping Woman' Barbara Hepworth (Modern) Create a sculpture of a miner – use the Cinderford Town sculptures as visual inspiration and work in style of Hepworth</p> <p>Skills Progression Year 3/4 Art</p>

	<ul style="list-style-type: none"> ➤ Make their own choices, collect information. Use a camera to collect ideas, experiment in different ways, use a sketchbook to make notes and annotate ideas. Create artwork following an idea and create a tile. ➤ Plan ideas and order tasks. Use other cultures as a stimulus and experiment to work in the style of the Egyptian civilization. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Design, draw images using research, knowledge and understanding of the Egyptian civilisation. ➤ Use a range of materials and techniques in 3D work (tile design/printing) ➤ Use a combination of visual and tactile ideas. ➤ Combine different 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. ➤ 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. ➤ Show tone and texture by hatching/cross hatching. Select appropriate materials. 	<ul style="list-style-type: none"> ➤ Make their own choices, collect information, use a sketchbook to make notes and annotate. ideas. ➤ Create artwork following an idea and create their own interpretation of 'viking/saxon piece of jewellery'. ➤ Use a combination of visual and tactile materials in different ways (secondary research, experimenting with pattern/shape/form) and experiment to work 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 viking/saxon civilisation. ➤ Use a range of materials and techniques in 2 and 3D work ➤ Use collage to create depth/perspective and other effects. ➤ Use a combination of visual and tactile ideas. Combine different materials in different ways. ➤ Make specific 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>	<p>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. ➤ Create artwork following an idea and create their own interpretation of 'a miner in the FoD'. ➤ Experiment with mood using charcoal relief. ➤ Plan ideas and order tasks. Use local history research as a stimulus and experiment to work in the style of Moore. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Design, draw images using research, knowledge and understanding of the mining industry. ➤ Use a combination of visual and tactile ideas. ➤ Combine different 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 tile.
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<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 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, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate 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 DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</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 charcoal at different angles to create different effects. ➤ 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</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 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 DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<ul style="list-style-type: none"> ➤ Use paint/pastels to create different effects. ➤ 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> <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 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>
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	<p>DT2/1.4b understand and use mechanical systems in their products</p> <p>Structures with Pop Up (Kapow unit)</p> <p>Skills Progression: Year 3/4</p> <ul style="list-style-type: none"> ➤ Design and Develop: ➤ Use others to generate ideas. Use what they know about material properties, 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. ➤ 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 ➤ Produce step by step plans <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using grams and 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. ➤ Make the finished product neat and tidy. ➤ Increasingly model ideas before making. ➤ Measure accurately to cms and grams <p>Product and Evaluation:</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 DT2/1.4a 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>Design and make an Anglo-Saxon purse by using natural materials to dye fabric.</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 material properties, 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. • 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. • Investigate a range of products to see how they work. <ul style="list-style-type: none"> ➤ 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 	<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 DT2/1.4a 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>DT2/1.4c understand and use electrical systems in their products</p> <p>Design and create a working mineshaft and coal truck presented in a diorama</p> <p>Skills Progression: Year 3/4</p> <ul style="list-style-type: none"> ➤ Design and Develop: ➤ Use others to generate ideas. Use what they know about material properties, 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. ➤ 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
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	<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, give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Test before improving 	<ul style="list-style-type: none"> ➤ Consider the way the ship mechanisms would be used ➤ Add mechanisms. ➤ Produce step by step plans <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. ➤ Combine components in different ways. ➤ Make the finished product neat and tidy. <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 to make hoists and sailing motion. <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. 	<ul style="list-style-type: none"> ➤ Consider the way the helmet would be used ➤ Add electricity to make light. ➤ Produce step by step plans <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. Work out how to make models stronger, altering and adapting. ➤ Make the finished product neat and tidy. ➤ 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 helmet. ➤ Join with a greater range of techniques. <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.
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Class 4 Year 5/6	<p>Theme: Space 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 with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>I Need Space (Kapow): Graphic Drawing Art: Teis Albers – (Retrofuturism)</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 moonscape. Use inspiration from Escher to develop their ideas. ➤ Experiment with techniques. Keep detailed notes in a sketch book. ➤ Use a full range of design, experimentation, exploration alongside the work of Escher to develop their own work. <p>Using Materials:</p>	<p>Theme: South America 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>Ar2/1.3 about great artists in history.</p> <p>Painting Art: Dean Russo (Contemporary) or Henri Rousseau (Post-impressionist) – Paint a picture of animal in jungle or a native South American Animal in the Russo Pop Art Style.</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 Rousseau/post impressionism 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>Theme: Mayans 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>Ar2/1.3 about great artists in history.</p> <p>Mixed Media Art: Frida Kahlo (Surrealism) – portraits conveying a message or story about themselves using technology</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 portrait. ➤ Use inspiration from Kahlo/surrealism 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.

	<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>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 in order to create the 3 dimensional presentation. ➤ 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 perspective ➤ 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 reflections and comments of others. 	<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. <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. <p>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> <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Develop and improve their own style, use their drawing to show perspective and movement. ➤ Combine colour, 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 reflections and comments of others. <p>DT:</p>	<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 portrait components to support and develop ideas about making their work visual and tactile. <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. <p>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> <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Develop and improve their own style, use their drawing to show depth, perspective and movement. ➤ Combine colour, tints, tones and shades. ➤ Convey emotion through their artwork. ➤ Choose 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.
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	<p>DT: Design a space bag. Consider patterns, nets and stitching type. Use appropriate materials to create the finished product. Skills Progression: Design and Develop: <ul style="list-style-type: none"> ➤ Plan the order of work by thinking ahead. ➤ Use sketches to show other ways of doing things and then make a choice about bag 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 sciences/art when designing. Incorporate commercial aspects where necessary in the bag design. ➤ Draw scaled diagram. ➤ Calculate the material cost. Making: <ul style="list-style-type: none"> ➤ Carry out tests to see if the design works. Make improvements from design suggestions. ➤ Measure and cut precisely to mms. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the bag before combining and assembling. ➤ Understand how the bag might be mass produced. ➤ Produce a simple manual for the care of the bag. Product and Evaluation <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. </p>	<p>Design a tree top den for animals (bird house) appropriate for the rainforest Skills Progression: Design and Develop: <ul style="list-style-type: none"> ➤ Make more complex designs to include belts/pulleys and a combo of other mechanisms. ➤ Plan the order of work by thinking ahead. ➤ Use sketches to show other ways of doing things and then make a choice about den 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 den design. ➤ Design including hydraulics and pneumatics to provide access/provisions to the den. ➤ Draw scaled diagram using ratio. ➤ Calculate the material cost. Making: <ul style="list-style-type: none"> ➤ Carry out tests to see if the design works. ➤ Make improvements from design suggestions. ➤ Make stable and strong joins to stand the test of time. ➤ Measure and cut precisely to mms. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the den before combining and assembling. ➤ Understand how the den might be mass produced. </p>	<p>DT: Design and Create Masks and Mexican Food Skills Progression: Design and Develop: <ul style="list-style-type: none"> ➤ Plan the order of work by thinking ahead. Use sketches to show other ways of doing things and then make a choice about bag design. ➤ Use various sources of information and draw on them in design. ➤ Meet an identified need – design and create a Mexican meal and select ingredients ➤ Keep cost constraints in mind when selecting ingredients and meal designing. ➤ Use knowledge of culture/geography when designing. ➤ Incorporate dietary aspects where necessary in the meal design. ➤ Draw. ➤ Calculate the material cost. Making: <ul style="list-style-type: none"> ➤ Carry out tests to see if the design 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>
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	<ul style="list-style-type: none"> ➤ Refine the quality of the final product including annotations on the design. ➤ Clarify ideas through drawing and modelling. ➤ Use testing to improve models and finished bag product. ➤ Research products using the internet. ➤ Test and evaluate commercial products, understanding how this information will support them in their bag design. ➤ Evaluate a range of different sources of information using advertisements/handbooks. 	<ul style="list-style-type: none"> ➤ Produce a simple manual for the den 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. ➤ 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. ➤ Evaluate a range of different sources of information using advertisements/handbooks. 	<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. Use testing to improve models and finished meal product. ➤ Research products using the internet. Test and evaluate commercial products, understanding how this information will support them in their meal design. ➤ Evaluate a range of different sources of information using advertisements/handbooks.
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