

Art and DT Curriculum

Art and DT Overview

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Drawing and Colour** | **Design & Technology** | **Mixed Media** |
| Nursery | **Drawing &**  See the source image**Colour** | **Structures**  *Junk model vehicles* | **3D**  *Malleable Materials* |
| Reception | **Drawing & Colour** | **Food**  *Fruit Smoothies*  *https://sparklemarkets.files.wordpress.com/2014/01/159389235.jpg* | **Textiles**  *Weaving* |
| **Year 1** | **Drawing & Colour**  https://spectator.imgix.net/content/uploads/2018/10/20OctGayford.jpg?auto=compress,enhance,format&crop=faces,entropy,edges&fit=crop&w=820&h=550 | **Structures**  *Playground Equipment* | **Collage**  https://d7hftxdivxxvm.cloudfront.net/?resize_to=fit&width=241&height=300&quality=80&src=https:%2F%2Fd32dm0rphc51dk.cloudfront.net%2FMgptR0NNuLF-YJyq0_P3Jg%2Flarge.jpg |
| **Year 2** | **Drawing & Colour**  See the source image | **Mechanisms**  *Wheels & Axles*  fire-engine-with-two-men-in-the-foreground-blenheim-oxfordshire-1860-1922-c-historic-england-cc54_00392[1] | **3D**  *Nature*  *Sculptures* |
| **Year 3**  **(LKS2B)** | **Drawing & Colour** | **Structures**  *Bridges* | **Textiles**  *Stitching* |
| **Year 4**  **(LKS2 A)** | **Drawing & Colour**  https://render.fineartamerica.com/images/images-profile-flow/400/images-medium-large-5/norse-explorers-arturas-slapsys.jpg | **Mechanisms**  *Pop-up Information text* | **3D**  **Structures**  *Egyptian Vases* |
| **Year 5**  **(UKS2 A)** | **Drawing & Colour**  See the source image | **Food**  *Baking Bread* | ***Printmaking***  *Mayan Prints* |
| **Year 6**  **(UKS2 B)** | **Drawing & Colour**  https://www.tate.org.uk/art/images/work/N/N05/N05699_10.jpg | **Electrical**  *Building a Buggy* | **Textiles**  *Techniques* |

Nursery

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | **Drawing & Colour**  See the source image | **Structures**  *Junk Model*  *Vehicles* | **3D**  *Malleable*  *Materials* |
| **Final Outcome** | ***Create a firework scene using chalks and pastels.***  ***Begin to experiment with colour by making tones/ shades.*** | ***Design and create a vehicle for a particular purpose, using junk modelling.*** | ***Create and decorate a 3D structure using malleable materials such as clay.*** |
| **Key Skills** | *Record observations using drawing materials and mark-making.*  *Make choices of colour to reflect own ideas.*  *Experiment with different drawing materials e.g. chalk.*  *Begin to explore colour and how colours can be changed.*  *Begin to ascribe meaning to mark-making.* | *Begin to construct by stacking boxes vertically and horizontally, making enclosures and creating spaces.*  *Join construction pieces together to build and balance.*  *Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.*  *Use tools for a purpose* | *Explore and experiment with malleable materials.*  *Use mixed media to decorate an object.*  *Record observations using malleable materials.*  *Begin to make choices of media to reflect own ideas.* |
| **Key Vocab** | *colour*  *mix*  *marks*  *chalk*  *pastels*  *smudge*  *blend* | *model build*  *join*  *balance*  *tools*  *stack*  *purpose* | *texture*  *mould*  *decorate*  *material*  *shape*  *change* |
| **Knowledge** | *Know how to make marks to reflect own ideas.*  *Understand how to record observations using drawing materials.*  *Know the names of, and be able to use primary colours.*  *Know that colours can be changed.*  *Begin to understand that meaning can be ascribed to marks we make.* | *Begin to realise that tools can be used for a purpose.* | *Begin to gain an understanding of adding detail.*  *Begin to understand that different materials have different textures.* |
| **Gospel**  **Values** | **Loving and Compassionate**  *In what different ways do we celebrate the people we love?* | **Grateful and Generous**  *How can we show that we are grateful to the people who help us?* | **Curious and Active**  *Which animals live by the seaside?* |
| **Artists Covered** | *Julia Collard* |  | *Paul Smith*  *Emma Bailey* |
| **Required Resources** | *pastels, chalk, black paper, paint, paint*  *pots, paint brushes* | *A variety of junk materials,*  *joining materials such as glue and tape.* | *malleable materials e.g. clay, salt dough, decorative materials e.g. sequins* |

Reception

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | **Drawing & Colour** | **Food**  *Fruit Smoothies*  *https://sparklemarkets.files.wordpress.com/2014/01/159389235.jpg* | **Textiles**  *Weaving* |
| **Final Outcome** | ***Create a self-portrait in the style of Pablo Picasso using chosen media e.g. pastels/ paint.*** | ***Design and make a fruit smoothie.*** | ***Create a flower by weaving together a variety of materials e.g. paper strips, ribbon, wool, straws.*** |
| **Key Skills** | *Mix primary colours to make secondary colours.*  *Create simple representations of people.*  *Chooses particular colours to use for a purpose.*  *Ascribe meaning to mark-making.*  *Explore colour and how colours can be changed.*  *Make choices of colour and media to reflect own ideas.*  *Experiment with colour by making tones/ shades.* | *Manipulate materials to achieve a planned effect.*  *Select appropriate resources.*  *Begin to adapts their choices where necessary.*  *Select tools and techniques needed to shape materials they are using.*  *Begin to evaluate a final outcome.*  *Create with a purpose in mind.* | *Use yarns and natural materials to create patterns and textures.*  *Experiment with different frames for weaving e.g. rectangular, circles, and natural forms.*  *Use different colours to make patterns in weaving.*  *Experiment to create different textures.*  *Begin to combine different media to create new effects.*  *To create a simple representation of an object.*  *Create textures and decoration on the surface of the woven layer.* |
| **Key Vocab** | *sketch*  *line*  *tone*  *mix*  *mark-making*  *shade*  *self-portrait* | *taste*  *texture*  *blend*  *mix*  *combine*  *hygiene*  *chop*  *choose* | *material*  *fabric*  *texture*  *thread*  *weave*  *textiles*  *combine*  *frame* |
| **Knowledge** | *Understand that new colours can be made by mixing primary colours.*  *Understand that meaning can be ascribed to marks we make.*  *Know how to change colours.*  *Know the names of both primary and secondary colours.* | *Begin to understand that particular tools are more suited to particular purposes e.g. a knife for chopping.*  *Begin to understand the basics of food hygiene.*  *Begin to understand the importance of a healthy diet.* | *Begin to understand that different media can be combined to create new effects.*  *Understand that different materials have different textures.*  *Know that patterns can be made by using colour.*    *Understand that the up-down motion of weaving can be reversed to create a different effect.* |
| **Gospel**  **Values** | **Intentional and Prophetic**  *Why is it important to make the right choices?* | **Learned and Wise**  *How can we make sure that we keep our minds and bodies healthy?* | **Faith-filled and Hopeful**  *Can having faith help us to grow?* |
| **Artists Covered** | *Pablo Picasso* |  | *Georgia O’Keeffe*  *Hans Jürgen Schobel* |
| **Required Resources** | *cartridge paper, paint, crayons, chalks, pastels, mirrors* | *A variety of fruit, fruit juice or water, a blender, safety knives.* | *paper strips, wool, cardboard, straws, ribbon, paper plates, different frames* |

Year 1

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | **Drawing & Colour**  https://spectator.imgix.net/content/uploads/2018/10/20OctGayford.jpg?auto=compress,enhance,format&crop=faces,entropy,edges&fit=crop&w=820&h=550 | **Structures**  *Playground Equipment* | **Collage**  https://d7hftxdivxxvm.cloudfront.net/?resize_to=fit&width=241&height=300&quality=80&src=https:%2F%2Fd32dm0rphc51dk.cloudfront.net%2FMgptR0NNuLF-YJyq0_P3Jg%2Flarge.jpg |
| **Final Outcome** | ***Use a viewfinder to re-create a part of Breughel’s ‘Children’s Games’ 1560.***  ***Create own artwork of a toy using a variety of drawing media to create texture.*** | ***Design, make and evaluate a model of an item of playground equipment.*** | ***Design and create a collage matching shapes and colours to a plan.*** |
| **Key Skills** | *Observe and draw shapes from objects.*  *Draw a range of simple marks and use one to fill an area.*  *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.*  *Investigate textures by describing, naming, rubbing, copying.*  *Use a variety of techniques and tools including different brush sizes and types.*  *Work on different scales.*  *Identify primary and secondary*  *colours by name.*  *Begin to mix shades and tones of secondary colours .* | *Relate the way things work to their intended purpose.*  *Identify the target group for what they intend to make.*  *Examine materials involved in the construction of an object.*  *With help, measure, mark out, cut and shape a range of materials*  *Assemble, join and combine materials using a variety of temporary methods e.g. masking tape.*  *Recognise shapes and application in simple structures.*  *Make models which reflect ideas.*  *Evaluate products noting strengths and possible changes in relation to how well it works and its purpose.*  *Evaluate their product by asking questions about what they have made and how they have gone about it* | *Create images from a variety of different media.*  *Arrange and glue materials to different backgrounds.*  *Sort and group materials for different purposes.*  *Fold, crumple, tear and overlap papers.*  *Collect, sort, name and match colours appropriate for an image.*  *Create and arrange shapes. Create, select and use textured paper*  *for an image.*  *Cut and trim material* |
| **Key Vocab** | *construct sketch line form media tone*  *scale* | *model join surface*  *framework equipment user*  *evaluate* | *arrange purpose texture textile comparison collection*  *collage* |
| **Knowledge** | *Understand that pencil, pastel, felt pens and paint produce different line, texture and effects*  *Understand that pencil, pastel, felt pens and paint produce different effects on contrasting backgrounds.*  *Know that pressing on with a pencil will produce a different tone e.g. (Hard – will produce a dark tone. Soft – will produce a light tone.)*  *Understand how to mix paint to the correct consistency.*  *Know which primary colours to mix to create secondary colours.*  *Understand the importance of cleaning/ caring for equipment correctly.* | *Understand that there is a relationship between how things work and their purpose.*  *Begin to understand the importance of evaluating a product.* | *Understand that different materials create different textures.*  *Understand that textures can be created by changing materials e.g. by twisting, fraying, fringing pleating.* |
| **Gospel**  **Values** | **Learned and Wise**  *Do you think God would want us to share what we have?* | **Faith-filled and Hopeful**  *How important is the wider community to us and our school?* | **Attentive and Discerning**  *What lessons can we learn from traditional tales?* |
| **Artists Covered** | *Pieter Breughel*  *Debbie Shirley* |  | *Kurt Schwitters* |
| **Required Resources** | *Cartridge paper, colouring pencils, paint* | *pipe cleaners, lolly sticks, glue, straws* | *shapes, colours, coloured paper, magazines, newspapers, glue, card, scissors* |

Year 2

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design & Technology** | **Mixed Media** |
| **Overview** | See the source image**Drawing and Colour** | **Mechanisms**  Wheels and Axles  fire-engine-with-two-men-in-the-foreground-blenheim-oxfordshire-1860-1922-c-historic-england-cc54_00392[1] | **3D**  *Sculpture* |
| **Final Outcome** | ***Recreate a Nerys Levy polar landscape using pastel.***  ***Experiment with pointillism using the works of Georges Seurat as inspiration.*** | ***Design, create and evaluate a fire-fighting vehicle using wheels and axles.*** | ***Design and create a 3D sculpture inspired by the work of Andy Goldsworthy*** |
| **Key Skills** | *Observe and draw shapes from objects.*  *Use a range of marks to create pattern inc. layering different media e.g. pencil, ballpoint, pastels, crayons.*  *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.*  *Use a variety of techniques and tools including different brush sizes.*  *Work on different scales.*  *Mix primary and secondary shades and tone.*  *Create textured paint by adding sand or plaster.* | *Generate ideas based on their own experiences and the experience of others.*  *Develop design ideas through discussion, observation, drawing and modelling.*  *Identify the purpose of what is being made*  *Understand simple winding and axle mechanisms.*  *Follow instructions of construction kits.*  *Use tools accurately and safely.*  *Assemble, join and combine materials to create stable structures.*  *Evaluate completed work based on agreed criteria.* | *Manipulate malleable materials in a variety of ways including rolling and kneading.*  *Explore sculpture with a range of media.*  *Experiment with constructing and joining recycled, natural and manmade materials.*  *Use simple 2D shapes to create a 3D form.* |
| **Key Vocab** | *shade*  *tone*  *smudge*  *repetition*  *primary colours*  *construct*  *landscape*  *observe* | *mechanism stable fixture*  *axle*  *connecting*  *attaching*  *disc*  *circular* | *sculpture recycle malleable form manmade natural* |
| **Knowledge** | *Understand that tone can be dark, light or medium.*  *Know that marks (dots, dashes etc.) can be used to create patterns and texture.*  *Understand the colour wheel and know that certain colours create certain moods.*  *Know that textures can be created by adding different materials to paint.* | *Understand that different materials are suitable for different purposes.*  *Understand that different tools are suited to different uses.*  *Know how to make simple evaluations which can improve the finished product.* | *Understand that different glues are needed to secure different materials e.g. paste for tissue, PVA for material.*  *Know that detail can be added to malleable materials (e.g. clay) by sprigging, or pressing into the surface.* |
| **Gospel Values** | **Loving and Compassionate**  *How do you feel about the ice melting in the Arctic and how this affects the animals that live there?* | **Grateful and Generous**  *Should we be grateful to those who*  *protect our society?* | **Curious and Active**  *What other creatures live in our world?* |
| **Artists Covered** | Nerys Levy  Georges Seurat |  | Andy Goldsworthy |
| **Required Resources** | *cartridge paper, pastels.*  *paint, cotton swabs, paper* | *mechanism examples, reclaimed*  *materials, discs, dowels* | *A variety of resources collected from the school grounds over the year. Clay* |

Year 3 (LKS2 B)

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | **Drawing & Colour** | **Structures**  *Bridges* | **Textiles**  *Stitching* |
| **Final Outcome** | ***Re-create a royal portrait in the style of either:***  ***Andy Warhol (Marilyn Series) Oil Pastels***  ***Picasso (Self-portraits) Paint*** | ***Design, create and evaluate a free-standing bridge adapted for a particular use.*** | ***Design and create a Roman inspired mosaic on fabric, using a variety of stitches.*** |
| **Key Skills** | *Become proficient with using:*  *charcoal, chalk pastels and crayon.*  *Make marks and lines with a range of drawing implements.*  *Experiment with grades of pencil to create lines and marks and achieve variation in tone.*  *Apply simple use of pattern and texture in a drawing.*  *Use more specific colour language.*  *Work on a range of scales when considering brush choice.* | *Generate ideas for a product, considering its purpose and the user/s*  *Identify a purpose and establish criteria for a successful product.*  *Explore, develop and communicate design proposals by modelling ideas, and creating labelled sketches.*  *Plan the order to work before starting*  *Develop an understanding of stable structures.*  *Apply use of triangulation in structures.*  *Disassemble and evaluate products.*  *Strengthen materials through a variety of strategies.*  *Undertake and evaluate variety of joining methods.*  *Begin to evaluate systematically* *and make on-going modifications.*  *Evaluate product against original design criteria e.g. how well it meets its intended purpose* | *Thread a needle, start and end off.*  *Choose the most appropriate needle for the task.*  *Create lines and blocked areas by stitching E.g. running, cross, loop and knotting stitch.*  *Choose the most appropriate colour, texture and quality of material and thread for the task.*  *Create a picture/ design using tapestry or counted stitch work.*  *Transfer a design to material.* |
| **Key Vocab** | *grade*  *variation*  *implements*  *texture*  *annotate*  *scale*  *composition* | *component layering stable*  *free-standing*  *sturdy*  *user*  *triangulation* | *stitch*  *thread*  *design*  *textile*  *quality*  *pattern*  *mosaic* |
| **Knowledge** | *Understand that light, medium and dark tones can be used to give a sense of depth e.g. to depict shadows.*  *Know that mark making (e.g. crosshatching, dots and dashes) can be used to create tonal differences.*  *Understand that some media*  *can be smudged together to merge two colours.*  *Understand the importance of preparing a composition before painting.*  *Know that different amounts of paint are needed for different projects e.g. a large amount for a 3D model/ small amount for a cameo.* | *Understand how to strengthen, stiffen and reinforce more complex structures.*  *Know a variety of joining methods, how to use them and why they are used for particular purposes.*  *To understand the importance of the design process, including modelling and sketching out of ideas.*  *Understand the importance of planning work before starting.* | *Understand that different needles are used for different threads and materials e.g. thick wool and a tapestry needle for canvas.*  *Know that certain stitches are more suited to decorative sewing e.g. chain stitch, French knot, backstitch.* |
| **Gospel Values** | **Learned and Wise**  *Do people in positions of power always make the right choices?* | **Attentive and Discerning**  *Has the invention of bridges had an effect on our lives today? How?* | **Faith-filled and Hopeful**  *Can Roman mosaics teach us about their beliefs?* |
| **Artists Covered** | *Andy Warhol Pablo Picasso* |  | *Sonia King*  *Emma Biggs*  *Emma Karp Lundstrom* |
| **Required Resources** | *cartridge paper, charcoal, chalk, different grades of pencil, oil pastels, paint* | *wood strips, corner triangles, plywood, saw, clamp, measuring rulers* | *needles, thread, fabric, examples of Roman mosaics* |

Year 4 (LKS2 A)

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | **Drawing & Colour**  https://render.fineartamerica.com/images/images-profile-flow/400/images-medium-large-5/norse-explorers-arturas-slapsys.jpg | **Mechanisms**  *Pop-up Information Text* | **3D**  **Structures**  *Egyptian Vases* |
| **Final Outcome** | ***Create a Viking water scene in the style of Van Gough’s ‘Starry Night’.***  ***Explore cracked wax effect on Viking runes.*** | ***Design, create and evaluate a pop-up information text with a number of different mechanisms.*** | ***Design, create and evaluate an Egyptian inspired vase.*** |
| **Key Skills** | *Become proficient with using: chalk pastels and cracked wax.*  *Experiment with different grades of pencil to draw different forms and shape.*  *Create textures with a wide range of drawing implements.*  *Develop an awareness of objects having a third dimension.*  *Apply tone in a drawing in a simple way.*  *Mix and use tints and shades.* | *Generate ideas, considering the purpose of the design*  *Evaluate other products and identify criteria that can be used for own designs*  *Make labelled drawings from different viewpoints showing specific features*  *Select and use appropriate tools safely to design and make pages.*  *Incorporate levers and linkages.*    *Create simple mechanisms, including those which incorporate movement.*  *Plan for production.*  *Evaluate systematically and make on-going modifications.*  *Evaluate product by carrying out an appropriate test* | *Shape form, model and construct from observation or imagination.*  *Plan a structure through drawing and other preparatory work.*  *Join clay adequately and construct a simple base for extending and modelling other shapes.*  *Develop skills in using clay including slabs, coils and slips.*  *Produce intricate patterns and textures in a malleable media.* |
| **Key Vocab** | *spectrum*  *palette*  *tints*  *expressive*  *media*  *depth*  *perspective* | *pivot adhesive scoring temporary linear hinge* | *ceramic terracotta adhesive pulp inscription brittle*  *slip*  *firing* |
| **Knowledge** | *Know that the quality of a drawing can be improved by creating textual differences e.g. creating a sense of hardness/ softness.*  *Understand that different textures produce different paint finishes, and therefore add interest.*  *Understand that form can be created using tints, shades and colour families e.g. brown, orange and yellow.* | *Understand how mechanical systems can be used in different products.*  *Understand that different mechanical systems are used for different purposes.* | *Understand simple methods of construction e.g. thumb pots and coiling.*  *Know how to join clay, using slip.*  *Understand the process of firing clay.*  *Know how to incise surface to create a pattern.* |
| **Gospel Values** | **Attentive and Discerning**  *How did the Viking conquest of Britain impact our lives today?* | **Intentional and Prophetic**  *How can wasting water impact on other people?* | **Grateful and Generous**  *What can we thank the Egyptians for?* |
| **Artists Covered** | *Van Gough*  *Arturas Slapsys (Viking Ship)* |  | *Grayson Perry*  *Barbara Hepworth*  *Emma Bridgewater* |
| **Required Resources** | *cartridge paper, chalk, pastels, wax crayons* | *paper, card, glue, images, scissors* | *clay, paint, clay shaping tools* |

Year 5 (UKS2 A)

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **Drawing and Colour** | **Design Technology** | **Mixed Media** |
| **Overview** | See the source image**Drawing & Colour** | **Food**  *Baking Bread* | ***Printmaking***  *Mayan Prints* |
| **Final Outcome** | ***Use watercolours to paint a local landscape using the works of Cezanne as inspiration.*** | ***Create and evaluate a variety of different types of bread.*** | ***Utilise a wide variety of printing techniques to create a Mayan inspired print on calico.*** |
| **Key Skills** | *Develop proficiency with using: watercolours & colouring pencils.*  *Develop a painting from a drawing.*  *Identify primary, secondary, complementary and contrasting colours.*  *Begin to use simple perspective with a focal point and horizon.*  *Develop awareness of composition, scale and proportion.*  *Develop an individual style using tonal contrast and mixed media.* | *Draw up a specification for a design*    *Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail*  *Use results of investigations, information sources, including ICT when developing design ideas*  *Follow detailed instructions.*  *Measure, weigh and organise ingredients accurately.*  *Apply rules of basic hygiene.*  *Examine how varying proportions affect a product.*  *Compare domestic and commercial processes for creation.*  *Evaluate a product against the original design specification*  *Evaluate it personally and seek evaluation from others* | *Create repeating patterns. Create printing blocks by simplifying*  *an initial sketch book idea. Use relief or impressed methods. Create prints with two overlays. Create prints with three overlays*  *Work into prints with a range of media (e.g. pens colour pens and paints).* |
| **Key Vocab** | *complementary contrasting proportion perspective horizon panoramic* | *knead texture quantities hygiene dough bacteria*  *prove* | *textile colourants stencils block-print overlay impressed*  *calico* |
| **Knowledge** | *Understand the qualities of observed subjects e.g. amount of detail.*  *Know that certain drawing*  *mediums are more suitable to*  *certain subjects e.g. pencils for*  *fine lines and detail. Oil pastels*  *for landscapes.*  *Understand the need to leave specific areas unpainted to create pale or white highlights.*  *Know that colour tones can be changed by adding water.* | *Understand the principles of a healthy varied diet.*  *Know the basic principles of food hygiene.*  *Understand that products can vary when altering the proportions of ingredients.*  *Understand the difference between*  *domestic and commercial cooking.*  *Know how to follow a recipe.*  *Know how to measure ingredients accurately.* | *Understand that printing blocks can be*  *made using a variety of materials.*  *Know how to prepare ink ready for printing.*  *Understand the difference between*  *relief or impressed methods.*  *Know that spaces inside patterns can be*  *used as part of the design.* |
| **Gospel Values** | **Grateful and Generous**  *Are you grateful to live where you do? Why?* | **Curious and Active**  *How is the food eaten in \_\_\_\_ different to the food we eat?* | **Intentional and Prophetic**  *How did the Mayans use art to share their beliefs?* |
| **Artists Covered** | *Paul Cézanne*  *Stephen Wiltshire*  *Sid Kirkham* |  | *William Morris Dan Mather* |
| **Required Resources** | *tonal pencils, colouring pencils watercolours, fine liner* | *scales, measuring beakers, knives, mixing bowls, sieves, spoons, baking materials* | *printing ink, blocks, string, calico, examples of Mayan designs and hieroglyphs* |

Year 6 (UKS2 B)

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **Drawing and Colour** | | **Design Technology** | | **Mixed Media** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | https://www.tate.org.uk/art/images/work/N/N05/N05699_10.jpg**Drawing & Colour** | | **Electrical**  *Building a Buggy* | | **Textiles**  *Methods* | |
| **Final Outcome** | ***Create a watercolour landscape of a WW2 scene, using the work of Anthony Gross as inspiration.*** | | ***Design, make and evaluate a controllable, battery-powered toy vehicle using card, wood, found materials and a variety of mechanical and electrical components*** | | ***Examine and evaluate a variety of different techniques relating to textiles including weaving, sewing, mobiles and wax batik.*** | |
| **Key Skills** | *Develop proficiency with using: watercolours, oil pastels & paint.*  *Use dry and wet media to make different marks, lines, patterns, textures and shapes.*  *Explore colour mixing and blending techniques.*  *Use different techniques for different purposes within their own work.*  *Start to develop a style using tonal contrast.*  *Mix and match colours to create atmosphere and light effects.* | | *Develop a design specification.*  *Develop construction ideas by considering the needs of users.*  *Sketch and work with technical components.*  *Mark, measure and join materials with increasing accuracy.*  *Use a variety of tools with precision and care.*  *Use simple mechanisms to provide a transmission system.*  *Use simple electrical circuits.*  *Explore, develop and communicate aspects of their design proposals by modelling ideas in a variety of ways*  *Plan the order of work, choosing appropriate materials, tools and techniques* | | *Develop skills in stitching, cutting and joining.*  *Fasten textiles by appliqué, couching, quilting and seaming.*  *Use fabrics to create 3D structures.*  *Experiment with dying techniques*  *e.g. applying the ‘bleeding’ technique*  *to wet fabric.*  *Use different grades of threads and needles.*  *Experiment with batik techniques.*  *Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.* | |
| **Key Vocab** | *tonal contrast impressionism eccentric reclusive interpretation iconic* | | *mechanism cam assemble annotation offset*  *shaft*  *circuit*  *transmission* | | *grade batik*  *implementation mass-produce market-share on-trend* | |
| **Knowledge** | *Understand that focus can be drawn to areas of a drawing/ painting by using detail or softening areas.*    *Understand that certain combinations of colours can create atmosphere and light effects.*  *Understand that different techniques can be used for different effects, and therefore different purposes.* | | *Understand how to use electrical systems (buzzers, bulbs, motors, electrical circuits).*  *Know how to choose tools and materials in relation to their purpose.*  *Know the purpose of a transmission system how to create one.*  *Understand that there are different types of circuit (e.g. series/parallel) and know the advantages and disadvantages of both.* | | *Understand that there are different techniques relating to textiles e.g. weaving, sewing and wax batik.*  *Understand the suitability of different grades of threads and needles to a particular purpose. E.g. crewel needles are well suited to embroidery.*  *Know that there are different types of stitches (decorative and construction) used for different purposes. E.g. Running stitches are used to hand sew basic seams.* | |
| **Gospel Values** | **Attentive and Discerning**  *How did the actions of the soldiers during WW2 impact on our lives today?* | | **Curious and Active**  *Is it a good or bad thing to explore the world?* | | **Learned and Wise**  *Can practising a skill help us to develop as a person?* | |
| **Artists Covered** | *Anthony Gross* | |  | | *Izziyana Suhaimi* | |
| **Required Resources** | *watercolours, oil pastels, fineliner* | | *buggy nets, paper, card, plywood, wood strip, dowel, wheels, gears, rubber bands, electrical components, saw* | | *needles, thread, batik,*  *cross stitch fabric, fabric dyes* | |

|  |
| --- |
| **Key Skills** |
| *Record observations using drawing materials and mark-making.*  *Make choices of colour to reflect own ideas.*  *Experiment with different drawing materials e.g. chalk.*  *Begin to explore colour and how colours can be changed.*  *Begin to ascribe meaning to mark-making.* |

**Art: Nursery**

**Autumn – Drawing & Colour**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *colour* | Colour is the element in art of reflected  light that is interpreted by the eye. The  colour wheel provides a diagram of hues as  perceived by the eye. |
| *mix* | To make into one thing by stirring  together. |
| *marks* | A line, figure, or symbol made as an indication or record of something. |
| *chalk* | A piece of calcite or a similar substance, usually in the shape of a crayon, that is used to write or draw on blackboards or other flat surfaces. |
| *pastels* | Pastel is an art medium in the form of a stick, consisting of pure powdered pigment and a binder. |
| *smudge* | To touch or rub something, especially wet ink or paint, so that it is no longer clear. |
| *blend* | The technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines. |
|  |  |

***(Main) Create a firework scene using chalks and pastels.***

***(Additional) Experiment with colour by making tones/ shades.***

**Final Outcome/s**



*.*

*Know how to make marks to reflect own ideas.*

*Understand how to record observations using drawing materials.*

*Know the names of, and be able to use primary colours.*

*Know that colours can be changed.*

*Begin to understand that meaning can be ascribed to marks we make.*

**Knowledge**

****

**Gospel Values**

*pastels, chalk, black paper, paint, paint pots, paint brushes*

**Resources**

**Julia Collard**

**???? - present**

**Artists/ Artworks Studied**

**Loving and Compassionate**

*In what different ways do we celebrate the people we love?*

**Design & Technology: Nursery**

**Spring – Structures**

|  |
| --- |
| **Key Skills** |
| *Begin to construct by stacking boxes vertically and horizontally,*  *making enclosures and creating spaces.*  *Join construction pieces together to build and balance.*  *Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.*  *Use tools for a purpose* |

***Design and create a vehicle for a particular purpose, using junk modelling.***

**Final Outcome/s**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *model* | A three-dimensional representation of a  person or thing or of a proposed  structure, typically, on a smaller scale  than the original. |
| *join* | To link or connect. |
| *balance* | An even distribution of weight enabling someone or something to remain upright and steady. |
| *tools* | A device or implement, especially one held in the hand, used to carry out a particular function. |
| *stack* | A pile of objects, typically one that is neatly arranged. |
| *purpose* | The reason for which something is done or created. |
| *build* | Construct (something) by putting parts or material together. |



*Begin to realise that tools can be*

*used for a purpose.*

**Knowledge**

**Research Opportunities**

**Gospel Values**

**Resources**

**Grateful and Generous**

*How can we show that we are grateful to the people who help us?*

*A variety of junk materials, joining materials such as glue and tape.*

*What is a vehicle and what do they do?*

*What vehicles do people use to travel?*

*How do the people who help us get to us?*

**Art: Nursery**

**Summer – Mixed Media (3D)**

|  |
| --- |
| **Key Skills** |
| *Experiment with malleable materials.*  *Use mixed media to decorate an object.*  *Record observations using malleable materials.*  *Begin to make choices of media to reflect own ideas.* |

***Create and decorate a 3D structure using malleable materials, such as clay.***

**Final Outcome/s**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *texture* | The feel, appearance, or consistency of a surface or substance. |
| *mould* | Form (an object) out of malleable material. |
| *decorate* | Make (something) look more attractive by adding extra items or images to it. |
| *material* | The matter from which a thing is or can be made. |
| *shape* | Give a particular shape or form to. |
| *change* | Make or become different. |
|  |  |



**Knowledge**

*Begin to gain an understanding of adding detail.*

*Begin to understand that different materials have different textures.*

**Curious and Active**

*Which animals live by the seaside?*

**Gospel Values**

**Paul Smith**

**????-present**

**Emma Bailey**

**???? - present**

**Artists/ Artworks Studied**



**Resources**

*malleable materials e.g. clay, salt dough, decorative materials e.g. sequins*



**Art: Reception**

***Create a self-portrait in the style of Pablo Picasso using chosen media e.g. pastels/ paint.***

**Final Outcome/s**

|  |
| --- |
| **Key Skills** |
| *Mix primary colours to make secondary colours.*  *Create simple representations of people.*  *Chooses particular colours to use for a purpose.*  *Ascribe meaning to mark-making.*  *Explore colour and how colours can be changed.*  *Make choices of colour and media to reflect own ideas.*  *Experiment with colour by making tones/ shades.* |



**Autumn – Drawing & Colour**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *sketch* | To make a rough drawing of something. |
| *mix* | To make into one thing by stirring  together. |
| *mark-making* | A term used to describe the different lines, patterns, and textures we create ​in a piece of art. |
| *shade* | The mixture of a colour with black or  darker colour. Such a mixture reduces  brightness. The term also denotes the  varieties of a particular colour. |
| *line* | The continuous mark made on a surface by a moving point. |
| *tone* | The degree of lightness or darkness of an  area. |
| *portrait* | A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders. |
| *self-portrait* | A portrait that an artist produces of themselves. |

**Knowledge**

*.*

*Understand that new colours can be made by*

*mixing primary colours.*

*Understand that meaning can be ascribed to*

*marks we make.*

*Know the names of both primary and secondary colours.*

*Know how to change colours.*

**Intentional & Prophetic**

*Why is it important to make the*

*right choices?*

**Gospel Values**

**Artists/ Artworks Studied**

**Pablo Picasso**

**1881-1973**



**Resources**

*cartridge paper, paint, crayons, pastels, mirrors.*

**Design & Technology: Reception**

***Design and make a fruit smoothie.***

**Final Outcome/s**



|  |
| --- |
| **Key Skills** |
| *Manipulate materials to achieve a planned effect.*  *Select appropriate resources.*  *Begin to adapts their choices where necessary.*  *Select tools and techniques needed to shape materials they are using.*  *Begin to evaluate a final outcome.*  *Create with a purpose in mind.* |

**Spring – Food Technology**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *taste* | The sensation of flavour perceived in the  mouth and throat on contact with a  substance. |
| *texture* | The feel, appearance, or consistency of a  surface or substance. |
| *blend* | Mix (a substance) with another substance so that they combine together. |
| *mix* | To make into one thing by stirring together. |
| *combine* | Join or merge to form a single unit or substance. |
| *hygiene* | Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness. |
| *chop* | Cut (something) into pieces with repeated sharp blows of an axe or knife. |
| *choose* | Pick out (someone or something) as being the best or most appropriate of two or more alternatives. |

*Begin to understand that particular tools are more suited to particular purposes e.g. a knife for chopping.*

*Begin to understand the basics of food hygiene.*

*Begin to understand the importance of a healthy diet.*

**Knowledge**

**Research Opportunities**

*What does healthy mean?*

*Why is it important to be healthy?*

*What food are good for us?*

**Learned and Wise**

*How can we make sure that we keep our minds and bodies healthy?*

**Gospel Values**

**Resources**

*A variety of fruit, fruit juice or water, a blender, safety knives.*

**Art: Reception**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *material* | The matter from which a thing is or can be made. |
| *fabric* | Cloth produced by weaving or knitting textile fibres. |
| *texture* | The feel, appearance, or consistency of a surface or substance. |
| *thread* | A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving. |
| *weave* | Form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them. |
| *textiles* | A type of cloth or woven fabric. |
| *frame* | A basic structure that underlies or supports a system. |

|  |
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| **Key Skills** |
| *Use yarns and natural materials to create patterns and textures.*  *Experiment with different frames for weaving e.g. rectangular, circles, and natural forms.*  *Use different colours to make patterns in weaving.*  *Experiment to create different textures.*  *Begin to combine different media to create new effects.*  *To create a simple representation of an object.*  *Create textures and decoration on the surface of the woven layer.* |

***Create a flower by weaving together a variety of materials e.g. paper strips, ribbon, wool, straws.***

**Final Outcome/s**



**Summer – Mixed Media (Textiles)**

**Knowledge**

*Begin to understand that different media can be combined to create new effects.*

*Understand that different materials have different textures.*

*Know that patterns can be made by using colour.*

*Understand that the up-down motion of weaving can be reversed to create a different effect.*

**Faith-filled and Hopeful**

*Can having faith help us to grow?*

**Gospel Values**

**Artists/ Artworks Studied**

**Georgia O’Keeffe**

**1887-1986**

**Hans Jürgen Schobel**

**???? - present**



**Resources**

*paper strips, wool, cardboard, straws, ribbon.*



**Art: Year 1**

|  |
| --- |
| **Key Skills** |
| *Observe and draw shapes from objects.*  *Draw a range of simple marks and use one to fill an area.*  *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.*  *Investigate textures by describing, naming, rubbing, copying.*  *Use a variety of techniques and tools including different brush sizes and types.*  *Work on different scales.*  *Identify primary and secondary*  *colours by name.*  *Begin to mix shades and tones of secondary colours .* |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *construct* | To build or form by putting together  parts. |
| *sketch* | Traditionally a rough drawing or  painting in which an artist notes down  his preliminary ideas for a work. |
| *line* | The continuous mark made on a surface by a moving point. |
| *form* | Form refers to a composite of several visual elements, including colour, shape, juxtaposition, contrast and dimension. |
| *media* | Refers to the type of material used by an artist to create his artwork. |
| *tone* | Tone refers to the degree of lightness or darkness of an area. |
| *scale* | The size of one object in relation to another. |

**Final Outcome/s**

***(Main) Use a viewfinder to re-create a part of Bruegel’s ‘Children’s Games’ 1560.***

***(Additional) Create own artwork of a toy using a variety of drawing media to create texture.***



**Autumn – Drawing & Colour**

*Understand that pencil, pastel, felt pens and paint produce different line, texture and effects.*

*Understand that pencil, pastel, felt pens and paint produce different effects on contrasting backgrounds.*

*Know that pressing on with a pencil will produce a different tone e.g. (Hard – will produce a dark tone. Soft – will produce a light tone).*

*Understand how to mix paint to the correct consistency.*

*Know which primary colours to mix to create secondary colours.*

*Understand the importance of cleaning/ caring for equipment correctly.*

**Knowledge**

**Learned and Wise**

*Do you think God would want us to share what we have?*

**Gospel Values**

**Pieter Bruegel**

**1525-1569**

**Debbie Shirley**

**(Fun and Games Collection)**

**Artists/ Artworks Studied**





**Resources**

*Variety of drawing media, cartridge paper, viewfinder, colouring pencils, paint*

**Design & Technology: Year 1**

**Spring – Structures**

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| --- |
| **Key Skills** |
| *Relate the way things work to their intended purpose.*  *Identify the target group for what they intend to make.*  *Examine materials involved in the construction of an object.*  *With help, measure, mark out, cut and shape a range of materials*  *Assemble, join and combine materials using a variety of temporary methods e.g. masking tape.*  *Recognise shapes and application in simple structures.*  *Make models which reflect ideas.*  *Evaluate products noting strengths and possible changes in relation to how well it works and its purpose.*  *Evaluate their product by asking questions about what they*  *have made and how they have gone about it* |

***Design, make and evaluate a model of an item of playground equipment.***

**Final Outcome/s**



|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *model* | A three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original. |
| *join* | To link or connect. |
| *surface* | The outside part or uppermost layer of something. |
| *framework* | An essential supporting structure of a building, vehicle, or object. |
| *equipment* | The necessary items for a particular purpose. |
| *user* | A person who uses or operates something. |
| *evaluate* | To look at a project as a whole, discussing its strong points and weak point. |

**Faith-filled and Hopeful**

*How important is the wider community to us and our school?*

**Gospel Values**

*What equipment is there in school?*

*What is the most popular piece of equipment?*

*What other playground equipment is there, other than what we have in school?*

**Research Opportunities**

*Understand that there is a relationship between how things work and their purpose.*

*Begin to understand the importance of evaluating a product.*

**Knowledge**

**Resources**

*pipe cleaners, lolly sticks, glue, straws*

**Art: Year 1**

**Summer – Mixed Media**

|  |
| --- |
| **Key Skills** |
| *Create images from a variety of different media.*  *Arrange and glue materials to different backgrounds.*  *Sort and group materials for different purposes.*  *Fold, crumple, tear and overlap papers.*  *Collect, sort, name and match colours appropriate for an image.*  *Create and arrange shapes.*  *Create, select and use textured paper for an image.*  *Cut and trim material*  *.* |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *arrange* | Put things in a neat, attractive, or required order. |
| *purpose* | The reason for which something is done  Or created or for which something exists. |
| *texture* | The feel, appearance, or consistency of a surface or substance. |
| *textile* | A type of cloth or woven fabric. |
| *comparison* | To examine (two or more objects, ideas, people, etc.) in order to note similarities and differences. |
| *collection* | A group of things or people. |
| *collage* | A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. |
|  |  |

***Design and create a collage matching shapes and colours to a plan.***

**Final Outcome/s**



**Knowledge**

*Understand that different materials create*

*different textures.*

*Understand that textures can be created by*

*changing materials*

*e.g. by twisting, fraying, fringing pleating.*

**Gospel Values**

**Attentive and Discerning**

*What lessons can we learn from traditional tales?*

**Artists/ Artworks Studied**

**Kurt Schwitters**

**1887 - 1948**



**Resources**

*shapes, colours, coloured paper, magazines, newspapers, glue, card, scissors*

**Art: Year 2**

***(Main) Recreate a Nerys Levy polar landscape using pastel.***

***(Additional) Experiment with pointillism using the works of Georges Seurat as inspiration.***

**Final Outcome/s**



|  |
| --- |
| **Key Skills** |
| *Observe and draw shapes from objects.*  *Use a range of marks to create pattern.*  *Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.*  *Use a variety of techniques and tools including different brush sizes.*  *Work on different scales.*  *Mix primary shades and tone.*  *Create textured paint by adding sand or plaster.* |

**Autumn – Drawing & Colour**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *shade* | The **mixture of a colour with black or**  **darker colour**. Such a mixture reduces  brightness. The term also denotes the  varieties of a particular colour. |
| *tone* | The degree of lightness or darkness of an  area. |
| *smudge* | To touch or rub something, especially wet ink or paint, so that it is no longer clear. |
| *repetition* | The recurrence of a particular line, pattern, shape or other visual element in a single work or a series of works. |
| *primary colours* | A colour, as red, yellow, or blue, that in mixture yields other colours. |
| *construct* | To build or form by putting together parts. |
| *landscape* | A painting or photograph in which the subjects are of nature. |
| *observe* | To see, watch, perceive, or notice. |

**Knowledge**

*Understand that tone can be dark, light or medium.*

*Know that marks (dots, dashes etc.) can be used to create patterns and texture.*

*Understand the colour wheel and know that certain colours create certain moods.*

*Know that textures can be created by adding different materials to paint.*

**Gospel Values**

**Nerys Levy**

**1945 - present**

**Georges Seurat**

***1859-1891***

**Artists/ Artworks Studied**

**Loving and Compassionate**

*How do you feel about the ice melting in the Arctic and how this affects the animals that live there?*





**Resources**

*cartridge paper, pastels, paint, cotton swabs*

**Design & Technology: Year 2**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *mechanism* | *A system of parts working together in a*  *Machine.* |
| *axle* | *A rod or spindle (either fixed or rotating)*  *passing through the centre of a wheel or*  *group of wheels.* |
| *connecting* | *Joining or linking thinks together.* |
| *attaching* | *Join or fasten (something) to something else.* |
| *disc* | *A flat, thin circular object.* |
| *stable* | *Firmly fixed in place.* |
| *fixture* | *A piece of equipment or furniture which is fixed in position in a building or vehicle.* |
| *circular* | *Having the form of a circle.* |

|  |
| --- |
| **Key Skills** |
| *Generate ideas based on their own experiences and the experience of others.*  *Develop design ideas through discussion, observation, drawing and modelling.*  *Identify the purpose of what is being made*  *Understand simple winding and axle mechanisms.*  *Follow instructions of construction kits.*  *Use tools accurately and safely.*  *Assemble, join and combine materials to create stable structures.*  *Evaluate completed work based on agreed criteria.* |

***Design, create and evaluate a fire-fighting vehicle using wheels and axles.***

**Final Outcome/s**



**Spring – Mechanisms**

**Knowledge**

*Understand that different materials are suitable for different purposes.*

*Understand that different tools are suited to different uses.*

*Know how to make simple evaluations which can improve the finished product.*

**Gospel Values**

***Grateful and Generous***

*Should we be grateful to those who protect our society?*

**Research Opportunities**

*What are the similarities and differences between fire engines now, and in 1666?*

*What makes a fire engine, a fire engine?*

*How do wheels move?*

**Resources**

*mechanism examples, reclaimed materials, discs, dowels*

**Art: Year 2**

**Summer – Mixed Media**

***Design and create a 3D nature sculpture inspired by the work of Andy Goldsworthy.***

**Final Outcome/s**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *sculpture* | The art of forming solid objects that  represent a thing, person, idea, etc. out of  a material such as wood, clay, metal, or stone. |
| *recycle* | Convert (waste) into reusable material. |
| *malleable* | Able to be hammered or pressed into shape without breaking or cracking. |
| *form* | Refers to a composite of several visual elements, including colour, shape, juxtaposition, contrast and dimension. |
| *manmade* | Made or caused by human beings. |
| *natural* | Existing in or derived from nature; not made or caused by humankind. |
|  |  |

|  |
| --- |
| **Key Skills** |
| *Manipulate malleable materials in a variety of ways*  *Including rolling and kneading.*  *Explore sculpture with a range of malleable media.*  *Experiment with constructing and joining recycled, natural*  *and manmade materials.*  *Use simple 2D shapes to create a 3D form.* |



**Knowledge**

*Understand that different glues are needed to secure different materials e.g. paste for tissue, PVA for material.*

*Know that detail can be added to malleable materials (e.g. clay) by sprigging, or pressing into the surface*.

**Gospel Values**

***Curious and Active***

*What other creatures live in our world?*

**Artists/ Artworks Studied**

**Andy Goldsworthy**

**1956 - present**



**Resources**

*A variety of resources collected from the school grounds over the year, malleable material e.g. clay.*

**Art: Year 3 (LKS2 B)**

**Autumn – Drawing & Colour**

|  |
| --- |
| **Key Skills** |
| *Become proficient with using: charcoal, chalk pastels and crayon.*  *Make marks and lines with a range of drawing implements.*  *Experiment with grades of pencil to create lines and marks and achieve variation in tone.*  *Apply simple use of pattern and texture in a drawing.*  *Use more specific colour language.*  *Work on a range of scales when considering brush choice.* |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *grade* | Pass gradually from one level, especially  A shade of colour, into another. |
| *variation* | The quality of having different forms or  types. The differences give a design  visual and conceptual interest: notably  use of contrast, emphasis, difference in  size and colour. |
| *implements* | A tool, utensil, or other piece of equipment that is used for a particular purpose. |
| *texture* | The feel, appearance, or consistency of a surface or substance. |
| *annotate* | Artists use annotation, or written notes, to describe, analyse and evaluate their work and to develop creative projects from an early stage. |
| *scale* | Used in art to describe the size of one object in relation to another. |
| *composition* | The placement or arrangement of visual elements or in a work of art. |

***Re-create a royal portrait in the style of either:***

***Andy Warhol (Marilyn Series) Oil Pastels***

***Picasso (Self-portraits) Paint***

**Final Outcome/s**



**Knowledge**

*Understand that light, medium and dark tones can be used to give a sense of depth e.g. to depict shadows.*

*Know that mark making (e.g. crosshatching, dots and dashes) can be used to create tonal differences.*

*Understand that some media*

*can be smudged together to merge two colours.*

*Understand the importance of preparing a composition before painting.*

*Know that different amounts of paint are needed for different projects e.g. a large amount for a 3D model/ small amount for a cameo.*

**Gospel Values**

**Learned and Wise**

*Do people in positions of power always make the right choices?*

**Artists/ Artworks Studied**

**Andy Warhol**

**1928-1987**

**Pablo Picasso**

**1881-1973**



**Resources**



*cartridge paper, charcoal, chalk, different grades of pencil, oil pastels, paint*

**Design & Technology: Year 3 (LKS2 B)**

|  |
| --- |
| **Key Skills** |
| *Generate ideas for a product, considering its purpose and the user/s*  *Identify a purpose and establish criteria for a successful product.*  *Explore, develop and communicate design proposals by modelling ideas, and creating labelled sketches.*  *Plan the order to work before starting*  *Develop an understanding of stable structures.*  *Apply use of triangulation in structures.*  *Disassemble and evaluate products.*  *Strengthen materials through a variety of strategies.*  *Undertake and evaluate variety of joining methods.*  *Begin to evaluate systematically* *and make on-going modifications.*  *Evaluate product against original design criteria e.g. how*  *well it meets its intended purpose* |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *component* | A part or element of a larger whole, especially a part of a machine or vehicle. |
| *layering* | The action of arranging something in  layers. |
| *stable* | Not likely to give way or overturn; firmly fixed |
| *free-standing* | Not attached to or supported by another structure. |
| *sturdy* | Strongly and solidly built. |
| *user* | A person who uses or operates something. |
| *triangulation* | Formation of, or division into, triangles. |

***Design, create and evaluate a free-standing bridge adapted for a particular use.***

**Final Outcome/s**



**Spring – Structures**

**Gospel Values**

**Research Opportunities**

**Attentive and Discerning**

*Has the invention of bridges had an effect on our lives today? How?*

*What makes bridges so strong?*

*How many different types of bridges are there?*

*Are all bridges made using triangulation?*

*Understand how to strengthen, stiffen and reinforce more complex structures.*

*Know a variety of joining methods, how to use them and why they are used for particular purposes.*

*To understand the importance of the design process, including modelling and sketching out of ideas.*

*Understand the importance of planning work before starting.*

**Knowledge**

**Resources**

*wood strips, corner triangles, plywood, saw, clamp, measuring rulers*

**Art: Year 3 (LKS2 B)**

**Summer – Mixed Media (Textiles)**

|  |
| --- |
| **Key Skills** |
| *Thread a needle, start and end off.*  *Choose the most appropriate needle for the task.*  *Create lines and blocked areas by stitching E.g. running, cross, loop and knotting stitch.*  *Choose the most appropriate colour, texture and quality of material and thread for the task.*  *Create a picture/ design using tapestry or counted stitch work.*  *Transfer a design to material.* |

***Design and create a Roman inspired mosaic on fabric, using a variety of stitches.***

**Final Outcome/s**



|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *stitch* | A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting. |
| *thread* | A long, thin strand of cotton, nylon, or  other fibres used in sewing or weaving. |
| *design* | A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made. |
| *textile* | A type of cloth or woven fabric. |
| *quality* | The standard of something as measured against other things of a similar kind; the degree of excellence of something. |
| *pattern* | A model or design used as a guide in needlework and other crafts. |
| *Mosaic* | A picture or pattern produced by arranging together small pieces of stone, tile, glass etc. |
|  |  |

*Understand that different needles are used for different threads and materials e.g. thick wool and a tapestry needle for canvas.*

*Know that certain stitches are more suited to decorative sewing e.g. chain stitch, French knot, backstitch.*

**Knowledge**

**Artists/ Artworks Studied**

**Gospel Values**

**Faith-filled and Hopeful**

*Can Roman mosaics teach us about their beliefs?*

**Sonia King**

**1953-present**

**Emma Biggs**

**1956- present**

**Emma Karp Lundstrom**

**???? - present**





**Resources**

*needles, thread, fabric, examples of Roman mosaics*



**Art: Year 4 (LKS2 A)**

**Autumn – Drawing & Colour**

***(Main) Create a Viking water scene in the style of Van Gough’s ‘Starry Night’***

***(Additional) Explore cracked wax effect on Viking runes.***

**Final Outcome/s**

|  |
| --- |
| **Key Skills** |
| *Become proficient with using: chalk pastels and cracked wax.*  *Experiment with different grades of pencil to draw different forms and shape.*  *Create textures with a wide range of drawing implements.*  *Develop an awareness of objects having a third dimension.*  *Apply tone in a drawing in a simple way.*  *Mix and use tints and shades.* |

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *spectrum* | Refers to the band of colours separated by  a ray of light. |
| *palette* | The range of colours used by a particular  artist. |
| *tints* | A tint is a mixture of a colour with white, which reduces darkness, while a shade is a mixture with black, which increases darkness. |
| *expressive* | Expressive art is a form of authentic spontaneous self-expression. |
| *media* | A medium is a means by which one communicates a message, the vehicle carrying the message. In art, this can refer to the materials used to create the piece. |
| *depth* | Depth in terms of art means perspective. |
| *perspective* | Creating an illusion of three-dimensions on a two-dimensional surface. |
|  |  |



**Knowledge**

*Know that the quality of a drawing can be improved by creating textual differences e.g. creating a sense of hardness/ softness.*

*Understand that different textures produce different paint finishes, and therefore add interest.*

*Understand that form can be created using tints, shades and colour families e.g. brown, orange and yellow.*

**Artists/ Artworks Studied**

**Van Gough**

**1853 - 1890**

**Arturas Slapsys (Viking Ship)**

**1962 - present**



**Attentive and Discerning**

*How did the Viking conquest of Britain impact our lives today?*

**Gospel Values**



**Resources**

*cartridge paper, chalk, pastels, wax crayons*

**Design & Technology: Year 4 (LKS2 A)**

|  |
| --- |
| **Key Skills** |
| *Generate ideas, considering the purpose of the design*  *Evaluate other products and identify criteria that can be used for own designs*  *Make labelled drawings from different viewpoints showing specific features*  *Select and use appropriate tools safely to design and make pages.*  *Incorporate levers and linkages.*  *Create simple mechanisms, including those which incorporate movement.*  *Plan for production.*  *Evaluate systematically and make on-going modifications.*  *Evaluate product by carrying out an appropriate test* |

***Design, create and evaluate a pop-up information text with a number of different mechanisms.***

**Final Outcome/s**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *pivot* | The central point, pin, or shaft on which a mechanism turns or oscillates. |
| *adhesive* | A substance used for sticking objects or  materials together; glue. |
| *scoring* | Cut or scratch a notch or line on (a surface). |
| *temporary* | Lasting for only a limited period of time; not permanent. |
| *linear* | Arranged in or extending along a straight or nearly straight line. |
| *hinge* | A movable joint or mechanism on which a door, gate, or lid swings as it opens and closes or which connects linked objects. |
|  |  |



**Spring – Mechanisms**

**Knowledge**

**Research Opportunities**

*Understand how mechanical systems can be used in different products.*

*Understand that different mechanical systems are used for different purposes.*

*What mechanisms do other pop-up books use?*

*What effects do different mechanisms create?*

*Which mechanisms are more suited to certain purposes?*

**Intentional and Prophetic**

*How can wasting water impact on other people?*

**Gospel Values**

**Resources**

*paper, card, glue, images, scissors*

**Art: Year 4**

**Summer – Mixed Media (3D Structures)**

***Design, create and evaluate an Egyptian inspired vase.***

**Final Outcome/s**

|  |
| --- |
| **Key Skills** |
| *Shape form, model and construct from observation or*  *imagination.*  *Plan a structure through drawing and other preparatory*  *work.*  *Join clay adequately and construct a simple base for*  *extending and modelling other shapes.*  *Develop skills in using clay including slabs, coils and slips.*  *Produce intricate patterns and textures in a malleable media*. |

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| **Key Vocabulary** | |
| *ceramic* | Made of clay and permanently hardened by heat. |
| *Terracotta* | A type of fired clay, typically of a brownish-red colour and unglazed, used as an ornamental building material and in modelling. |
| *adhesive* | A substance used for sticking objects or materials together; glue. |
| *pulp* | Also known as paper clay, is any clay body to which processed cellulose fibre (paper being the most common) has been added. |
| *inscription* | An inscription is either written on or engraved into a surface. |
| *brittle* | Hard, but liable to break easily. |
| *slip* | Slip is liquid clay made from adding clay dust to water and stirring it vigorously to avoid thickening. |
| *firing* | The process of baking ceramics, etc., in a kiln or furnace. |



**Knowledge**

*Understand simple methods of construction e.g. thumb pots and coiling.*

*Know how to join clay, using slip.*

*Understand the process of firing clay.*

*Know how to incise surface to create a pattern.*

**Gospel Values**

**Artists/ Artworks Studied**

**Grateful and Generous**

*What can we thank the Egyptians for?*

**Grayson Perry**

**1960 – present**

**Barbara Hepworth**

**1903-1975**

**Emma Bridgewater**

**???? - present**





**Resources**



*clay, paint, clay shaping tools*

**Art: Year 5 (LKS2 A)**

**Autumn – Drawing & Colour**

|  |
| --- |
| **Key Skills** |
| *Develop proficiency with using: watercolours & colouring pencils.*  *Develop a painting from a drawing.*  *Identify primary, secondary, complementary and contrasting colours.*  *Begin to use simple perspective with a focal point and horizon.*  *Develop awareness of composition, scale and proportion.*  *Develop an individual style using tonal contrast and mixed media.* |

***Use watercolours to paint a local landscape using the works of Cezanne as inspiration.***

**Final Outcome/s**



|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *complementary* | One of a pair of primary or secondary  colours opposed to the other member  of the pair. |
| *contrasting* | Contrast in art refers to the positioning  Of opposing components in a work of  art. It occurs when two or more related  elements are strikingly different. The  greater the difference the greater the  contrast. |
| *proportion* | How the elements art are arranged in a work of art. Proportion is largely about the relationship of the size of one element when compared to another. |
| *perspective* | An art technique for creating an illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface. |
| *horizon* | The horizon line art theory is a horizontal line that runs across the paper or canvas to represent the viewer’s eye level, or delineate where the sky meets the ground. |
| *panoramic* | Panorama, in the visual arts, continuous narrative scene or landscape painted to conform to a flat or curved background, which surrounds or is unrolled before the viewer. |

**Knowledge**

*To understand the qualities of observed subjects e.g. amount of detail.*

*Know that certain drawing mediums are more suitable to certain subjects e.g. pencils for fine lines and detail. Oil pastels for landscapes.*

*Understand the need to leave specific areas unpainted to create pale or white highlights.*

*Know that colour tones can be changed by adding water.*

**Gospel Values**

[](https://en.wikipedia.org/wiki/File:Paul_cezanne_1861.jpg)

**Artists/ Artworks Studied**

**Paul Cézanne**

**1839-1906**

**Stephen Wiltshire**

**1974- present**

**Sid Kirkham**

**1943-2018**



**Grateful and Generous**

*Are you grateful to live where you do? Why?*

**Resources**



*tonal pencils, colouring pencils, watercolours, fine liner*

**Design & Technology: Year 5 (UKS2 A)**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *knead* | Work (moistened flour or clay) into dough or paste with the hands. |
| *texture* | The feel, appearance, or consistency of a  surface or substance. |
| *quantities* | The amount or number of a material or abstract thing not usually estimated by spatial measurement. |
| *dough* | A thick, malleable mixture of flour and liquid, used for baking into bread or pastry. |
| *bacteria* | Bacteria are small organisms, or living things, that can be found in all natural environments. |
| *prove* | A step in the preparation of yeast bread and other baked goods where the dough is allowed to rest and rise a final time before baking. |
|  |  |

***Create and evaluate a variety of different types of bread.***

**Final Outcome/s**



**Spring – Food Technology**

|  |
| --- |
| **Key Skills** |
| *Draw up a specification for a design*  *Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail*  *Use results of investigations, information sources, including ICT when developing design ideas*  *Follow detailed instructions.*  *Measure, weigh and organise ingredients accurately.*  *Apply rules of basic hygiene.*  *Examine how varying proportions affect a product.*  *Compare domestic and commercial processes for creation.*  *Evaluate a product against the original design specification*  *Evaluate it personally and seek evaluation from others.* |

**Knowledge**

**Research Opportunities**

*Understand the principles of a healthy varied diet.*

*Know the basic principles of food hygiene.*

*Understand that products can vary when altering the proportions of ingredients.*

*Understand the difference between*

*domestic and commercial cooking.*

*Know how to follow a recipe.*

*Know how to measure ingredients accurately.*

*Do all types of bread need to be proved?*

*Do different countries eat different types of bread?*

*Who are the biggest manufacturers in Europe?*

**Curious and Active**

*How is the food eaten in \_\_\_\_ different to the food we eat?*

**Gospel Values**

**Resources**

*scales, measuring beakers, knives, mixing bowls, sieves, spoons, baking materials*

**Art: Year 5 (UKS2 A)**

**Summer – Mixed Media (Printmaking)**

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| **Key Skills** |
| *Create repeating patterns.*  *Create printing blocks by simplifying an initial sketch book idea.*  *Use relief or impressed methods.*  *Create prints with two overlays.*  *Create prints with three overlays.*  *Work into prints with a range of media (e.g. pens colour pens and paints).* |

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| **Key Vocabulary** | |
| *textile* | A type of cloth or woven fabric. |
| *calico* | A type of cotton cloth, typically plain white or unbleached. |
| *colourants* | A dye, pigment, or other substance that colours something. |
| *stencils* | A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes. |
| *Block-print* | Technique for printing text, images or patterns. |
| *overlay* | To cover or overspread, as with a decorative layer of something. |
| *impressed* | To make a copy of by impressing paper against an inked printing surface. |

***Utilise a wide variety of printing techniques to create a Mayan inspired print on calico.***

**Final Outcome/s**



**Knowledge**

*To understand that printing blocks can be made using a variety of materials.*

*Know how to prepare ink ready for printing.*

*Understand the difference between relief or impressed methods.*

*Know that spaces inside patterns can be used as part of the design.*

**Gospel Values**

**Artists/ Artworks Studied**

**Intentional & Prophetic**

*How did the Mayans use art to share their beliefs?*



**William Morris**

**1834 - 1896**

**Dan Mather**

**???? - present**

**Resources**

*printing ink, blocks, string, calico, examples of Mayan*

*designs and hieroglyphs.*



**Art: Year 6 (UKS2 B)**

**Autumn – Drawing & Colour**

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| --- | --- |
| **Key Vocabulary** | |
| *tonal contrast* | Tonal contrast refers to the difference  In brightness between different areas  of an image. |
| *impressionism* | A style or movement in painting  originating in France in the 1860s,  characterized by a concern with  depicting the visual impression of the  moment especially in terms of the  shifting effect of light and colour. |
| *eccentric* | Something that is unusual, peculiar, or odd. |
| *reclusive* | A reclusive artist is one who is notoriously hard to find, who goes out of their way to avoid interviews and public appearances. |
| *interpretation* | an explanation of the meaning of some work of art. |
| *iconic* | The definition of iconic is someone or something that is a representation of something else. |

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| **Key Skills** |
| *Develop proficiency with using: watercolours, oil pastels & paint.*  *Use dry and wet media to make different marks, lines, patterns, textures and shapes.*  *Explore colour mixing and blending techniques.*  *Use different techniques for different purposes within their own work.*  *Start to develop a style using tonal contrast.*  *Mix and match colours to create atmosphere and light effects.* |



***Create a watercolour landscape of a WW2 scene, using the work of Anthony Gross as inspiration.***

**Final Outcome/s**

**Knowledge**

*Understand that focus can be drawn to areas of a drawing/ painting by using detail or softening areas.*

*Understand that certain combinations of colours can create atmosphere and light effects.*

*Understand that different techniques can be used for different effects, and therefore different purposes.*



**Attentive and Discerning**

*How did the actions of the soldiers during WW2 impact on our lives today?*

**Gospel Values**

**Artists/ Artworks Studied**

**Anthony Gross**

**1905-1984**

**Resources**

*watercolours, oil pastels, fine liner*

**Design & Technology: Year 6 (UKS2 B)**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *mechanism* | A system of parts working together in a machine; a piece of machinery. |
| *cam* | A projection on a rotating part in  machinery, designed to make sliding  contact with another part while rotating  and impart reciprocal or variable motion to  it. |
| *assemble* | Fit together the separate component parts of (a machine or other object). |
| *annotation* | A note by way of explanation or comment added to a text or diagram. |
| *offset* | The amount or distance by which something is out of line. |
| *shaft* | A shaft is a rotating machine element, usually circular in cross section, which is used to transmit power from one part to another, or from a machine which produces power to a machine which absorbs power. |
| *circuit* | A complete and closed path around which a circulating electric current can flow. |
| *transmission* | The mechanism by which power is transmitted from an engine to the axle in a motor vehicle. |

|  |
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| **Key Skills** |
| *Develop a design specification.*  *Develop construction ideas by considering the needs of users.*  *Sketch and work with technical components.*  *Mark, measure and join materials with increasing accuracy.*  *Use a variety of tools with precision and care.*  *Use simple mechanisms to provide a transmission system.*  *Use simple electrical circuits.*  *Explore, develop and communicate aspects of their design proposals by modelling ideas in a variety of ways*  *Plan the order of work, choosing appropriate materials, tools and techniques* |

***Design, make and evaluate a controllable, battery-powered toy vehicle using card, wood, found materials and a variety of mechanical and electrical components.***

**Final Outcome/s**



**Spring – Electrical**

**Research Opportunities**

*What different methods of transportation do modern-day travellers use?*

*What is the terrain like in South America?*

*What different types of electrical circuit are there and what*

*are they used for?*

**Knowledge**

*Understand how to use electrical systems (buzzers, bulbs, motors, electrical circuits).*

*Know how to choose tools and materials in relation to their purpose.*

*Know the purpose of a transmission system how to create one.*

*Understand that there are different types of circuit (e.g. series/parallel) and know the advantages and disadvantages of both.*

**Gospel Values**

**Curious and Active**

*Is it a good or bad thing to explore the world?*

**Resources**

*buggy nets, paper, card, plywood, wood strip, dowel, wheels, gears, rubber bands, electrical components, saw*

**Art: Year 6 (UKS2 B)**

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| **Key Skills** |
| *Develop skills in stitching, cutting and joining.*  *Fasten textiles by appliqué, couching, quilting and seaming.*  *Use fabrics to create 3D structures.*  *Experiment with dying techniques*  *e.g. applying the ‘bleeding’ technique*  *to wet fabric.*  *Use different grades of threads and needles.*  *Experiment with batik techniques.*  *Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.* |

***Examine and evaluate a variety of different techniques relating to textiles including weaving, sewing, mobiles and wax batik.***

**Final Outcome/s**

**Summer – Mixed Media (Textiles)**

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| *grade* | Fabric grades are material content, pattern complexity, finish, abrasion levels. |
| *batik* | Batik is an Indonesian technique of wax-resist dyeing applied to whole cloth. |
| *implementation* | The process of putting a decision or plan into effect; execution. |
| *mass-produce* | Manufactured in large quantities by an automated mechanical process. |
| *market-share* | The portion of a market controlled by a particular company or product. |
| *on- trend* | Conforming to the latest fashion. |
|  |  |



**Knowledge**

*Understand that there are different techniques relating to textiles e.g. weaving, sewing and wax batik.*

*Understand the suitability of different grades of threads and needles to a particular purpose. E.g. crewel needles are well suited to embroidery.*

*Know that there are different types of stitches (decorative and construction) used for different purposes. E.g. Running stitches are used to hand sew basic seams.*



**Gospel Values**

**Artists/ Artworks Studied**

**Learned and Wise**

*Can practising a skill help us to develop as a person?*

**Izziyana Suhaimi**

**1986 - present**

**Resources**

*needles, thread, batik, cross stitch fabric*

Assessment

To keep track of children’s individual progress, use the example assessment spreadsheet.

Use the statements relating to each unit and key stage below to assess if a child is Working Towards, Working Within

or Greater Depth.

Up to 60% of statements highlighted = Working Towards

61-90% of statements highlighted = Working Within

90%+ of statements highlighted = Greater Depth

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Drawing & Colour  (Autumn) | Design Technology  (Spring) | Mixed Media  (Summer) | Exploring & Developing Ideas  (ongoing) | Evaluating & Developing Work  (ongoing) | National Curriculum  Objectives/ ELGs |
| **Nursery** | I can/ know how record my observations using drawing materials and mark-making.  I make choices of colour to reflect own ideas.  I can experiment with different drawing materials e.g. chalk.  I am beginning to explore colour and know that colours can be changed.  I am starting to ascribe meaning to my mark-making.  I know the names of and am able to use Primary colours. | I can start to construct by stacking boxes vertically and horizontally, making enclosures and creating spaces.  I am able to join construction pieces together to build and balance.  I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.  I am beginning to understand that tools are used for a purpose | I can explore and experiment with malleable materials.  I can use a range of materials to decorate an object and have an understanding of adding detail.  I can use malleable materials to record my observations.  I am starting to make choices of media to reflect my own ideas.  I am beginning to understand that different materials have different textures. | I can answer some simple questions about my work.  I can explore the work of artists, craftspeople and designers in different times and cultures, and make basic observations about their work. | I can review what I and others have done and say what I think and feel about it verbally. | **30-50 Months:**  Explore colour and how colours can be changed.  Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Begin to be interested in and describe the texture of things.  Use various construction materials.  Begin to construct, stacking boxes vertically and horizontally, making enclosures and crating spaces.  Join construction pieces together to build and balance.  Realise tools can be used for a purpose.  Capture experiences and responds with a range of media, such as music, dance and paint and other materials or words.  **40-60 Months**  Explore what happens when they mix colours.  Experiment to create different textures.  Understand that different media can be combined to create new effects.  Manipulate materials to achieve a planned effect.  Construct with a purpose in mind, using a variety of resources.  Use simple tools and techniques competently and appropriately.  Select appropriate resources and adapts their work where necessary.  Select tools and techniques needed to shape, assemble and join materials they are using.  Create simple representations of events, people and objects  Choose particular colours to use for a purpose. |
| **Reception** | I know the names of both Primary and Secondary colours.  I can mix primary colours to make secondary colours, and understand that new colours are made my mixing primary colours.  I can create simple representations of people.  I can choose particular colours to use for a purpose.  I ascribe meaning to marks I have made.  I can explore colour and know how colours can be changed.  I make choices of colour and media to reflect my own ideas.  I can experiment with colour by making tones/ shades. | I can manipulate materials to achieve a planned effect.  I can select appropriate resources.  I have begun to adapt my choices where necessary.  I can choose tools and techniques needed to shape materials I am using e.g. a knife for chopping, and am beginning to understand the importance of this.  I have begun to evaluate a final outcome.  I can create or construct something and explain its purpose.  I show a basic understanding of the importance of food hygiene. | I can use yarns and natural materials to create patterns and textures.  I can experiment with different frames for weaving e.g. rectangular, circles, and natural forms.  I know that I can use different colours to make patterns in weaving.  I can experiment to create different textures.  I am beginning to understand that different media can be combined to create new effects, and can demonstrate this.  I can create a simple representation of an object.  I can create textures and decoration on the surface of the woven layer.  I understand that different materials have different textures.  I know that the up-down motion of weaving can be reversed to create a different effect | I can answer questions about my work.  I can explore the work of artists, craftspeople and designers in different times and cultures, and make simple observations about their work. | I can review what I and others have done and say what I think and feel about it verbally, and begin to record this in other ways. |
| **Year 1** | I can observe and draw shapes from objects, beginning to explore the use of line, shape and colour.  I can use a range of marks and media to create pattern.  I can explore tone by drawing light/dark lines, light/dark patterns, light/dark shapes.  I know that pressing on with a pencil will produce a different tone (harder – darker, softer – lighter).  I can investigate textures by describing, naming, rubbing, copying and understand that different media create different textures.  I can use a variety of tools and techniques including the use of different brush sizes and types  I can work on different scales.  I can identify primary and secondary colours by name, and mix shades/ tones of secondary colours.  I know which primary colours to mix to create secondary colours.  I understand the importance of  cleaning/ caring for equipment  correctly. | I am beginning to relate the way things work to their intended purpose.  I can identify the target group for what I intend to make.  I can identify and examine materials involved in the construction of an object.  With help, I can measure, mark out, cut and shape a range of materials.  I can assemble, join and combine materials using a variety of temporary methods e.g. masking tape.  I recognise shapes and their application in simple structures.  I can make models which reflect my ideas.  I can evaluate my product, noting strengths and possible changes in relation to how well it works and its purpose.  I can evaluate my product by asking questions about what I have made and how I have gone about it. | I can create images from a variety of different media.  I can arrange and glue materials to different backgrounds.  I know how to cut and trim material appropriately.  I am able to sort and group materials for different purposes.  I can collect, sort, name and match colours appropriate for an image.  I can experiment with/ know how to create texture by folding, crumpling, tearing and overlapping papers.  I understand that different materials have different textures.  I can create and arrange shapes.  I can create, select and use textured paper for an image. | I can record and explore ideas from first hand observation, experience and imagination.  I can ask and answer questions about the starting points for my work.  I am beginning to develop my ideas based on discussion and feedback.  I use my sketchbook to gather and collect artwork.  I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures | I can review what I and others have done and say what I think and feel about it. E.g. Annotate sketchbook  I can identify what I might change in my current work or develop in my future work.  I am beginning to annotate work in my sketchbook, following a discussion with the teacher | **KS1 Art:**  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  **KS1 Design Technology:**  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products |
| **Year 2** | I can draw for a sustained period of time from both other artworks and real objects, including single and grouped objects, adding elements of imagination.  I know that a range of marks can be used to create patter and texture, and can demonstrate this.  I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.  I can experiment with the visual elements; line, shape, pattern and colour.  I understand that tone can be dark, medium or light.  I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc.  I can work on a range of scales e.g. large brush on large paper.  I can mix a range of primary and secondary colours, and can experiment with adapting shade and tone.  I understand the colour wheel and know that certain  colours create certain moods.  I can know how to create different textures in paint e.g. use of sawdust/ plaster. | I can generate ideas based on my own experiences and the experience of others.  I can develop my design ideas through discussion, observation, drawing and modelling.  I can identify the purpose of what is being made  I understand simple winding and axle mechanisms.  I can follow instructions of construction kits.  I can use tools accurately and safely.  I can assemble, join and combine materials to create stable structures.  I know how to evaluate the complete project against my design criteria, and suggest future improvements.  I can talk about my ideas, saying what I like and dislike about them.  I understand that different materials are suitable for different purposes.  I understand that different tools are suited to different uses. | I can manipulate malleable materials in a variety of ways.  I can explore and experiment with sculpture, using a range of natural (inc. malleable) media.  I can experiment with, construct and join recycled, natural and man-made materials.  I can use simple 2D shapes to create a 3D form.  I understand that different glues are needed to secure different materials e.g. paste for tissue, PVA for material.  I know that detail can be added to malleable materials (e.g. clay) by sprigging, or pressing into the surface | I can record and explore ideas from first hand observation, experience and imagination.  I can ask and answer questions about the starting points for my work and the processes I have used.  I can develop my ideas based on discussion and feedback.  I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures  I understand the basic use of a sketchbook and work out ideas for drawings. | I can review what I and others have done and say what I think and feel about it. E.g. Annotate sketchbook  I can identify what I might change in my current work or develop in my future work.  I can annotate work in my sketchbook, following a discussion with the teacher. |
| **Year 3** | I  can use different media to achieve variations in line, texture, tone, colour, shape and pattern.  I understand that some media can be smudged together to merge two colours, and can demonstrate this.  I can use pattern and texture to enhance my drawing, and know that mark making (e.g. crosshatching, dots and dashes) can be used to create tonal differences.  I can experiment with different grades of pencil and other implements to achieve variation in tone, and understand that tone gives a sense of depth to a piece.  I can confidently mix a variety of colours and know which primary colours are mixed to make which secondary colours.  I can use a more specific colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  I can work confidently on a range of scales (e.g. thin brush on small picture), and understand that different amounts of paint are needed for different projects (e.g. a large amount for a 3D project, a small amount for a cameo).  I understand the importance of preparing a composition before painting. | I can generate ideas for a product, considering its purpose and the user/s  I can identify a purpose and establish criteria for a successful product.  I can plan the order of my work before starting, and understand the importance of this.  I can explore, develop and communicate design proposals by modelling and sketching out ideas, and understand the importance of this.  I demonstrate a good understanding of stable structures.  I show an understanding of how to strengthen materials through a variety of strategies, including triangulation, and can demonstrate this.  I can undertake and evaluate variety of joining methods, knowing how to use them and why they are used for particular purposes.  I am beginning to evaluate systematically and make on-going modifications  I can evaluate my product against original design criteria e.g. how well it meets its intended purpose  I can disassemble and evaluate familiar products using technique studied e.g. picture frames. | I can thread a needle, start and end off.  I can choose the most appropriate needle for the task, understanding that different needles and used for different threads and materials.  I can create lines and blocked areas by stitching E.g. running, cross, loop and knotting stitch.  I can choose the most appropriate colour, texture and quality of material and thread for the task.  I can create a picture/ design using tapestry or counted stitch work.  I can transfer a design to material.  I can name the tools and materials I have used.  I know that certain stitches are more suited to decorative sewing e.g. chain stitch, French knot, backstitch. | I can use my sketchbook to collect and record visual information from different sources.  I can select and record from first hand observation, experience and imagination and explore ideas for different purposes.  I can question and make thoughtful observations about starting points and select ideas to use in my work.  I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | I can compare ideas, methods and approaches in my own and others’ work and say what I think and feel about them.  I can adapt my work according to my views and describe how I might develop it further.  I can annotate work in sketchbook following discussion with teacher. | **KS2 Art:**  *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*  Create sketch books to record their observations and use them  Review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Learn about great artists, architects and designers in history  **KS2 Design and Technology:**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| **Year 4** | I can use a wider range of drawing/ painting implements (chalk and pastels) with increasing confidence and accuracy.  I can experiment with different grades of pencil to draw different forms and shape.  I can create textures with a wide range of drawing/ painting implements, such as chalk, pastel and cracked wax, understanding that this creates interest.  I have an awareness of objects having a third dimension.  I can apply tone in a drawing in a simple way.  I can mix colours with increasing accuracy e.g. making tints and shades.  I understand that form can be created using tints, shades and colour families e.g. brown, orange and yellow.  I can use more specific colour language e.g. shade, tine, hue, tone.  I am starting to make informed choices in drawing inc. paper and media.  I am beginning to explore relationships between line and tone, pattern and shape, line and texture  I understand that the quality of a drawing can be improved by creating textual differences e.g. creating a sense of hardness/ softness. | I can generate ideas, considering the purposes for which I am designing  I can choose tools appropriate to the task and use them safely.  I demonstrate an understanding of levers and linkages and can incorporate them into my work.  I can create simple mechanisms and therefore, incorporate movement.  I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes.  I can suggest alternative methods of making, if the first attempts fail  I can evaluate other products and identify criteria that can be used for my own designs  I can evaluate my work both during and at the end of the assignment.  I can evaluate my product by carrying out appropriate test  I understand how mechanical systems can be used in different products.  I know that different mechanical systems are used for different purposes | I can shape form, model and construct from observation or imagination, showing an understanding of simple methods such as coiling.  I can plan a structure through drawing and other preparatory work.  I can use slip to join clay adequately and reasonably independently.  I can construct a simple base for extending and modelling other shapes.  I can develop my skills in using clay including slabs, coils and slips.  I know how to produce intricate patterns and textures in a malleable media, and can demonstrate this.  I understand the process of firing clay. | I can collect images and information with increasing independence in a sketchbook.  I can use research to inspire drawings from memory and imagination.  I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.  I can ask questions and make thoughtful observations about starting points and select ideas to use in my work.  I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | I can compare ideas, methods and approaches in my own and others’ work and say what I think and feel about them.  I can adapt my work according to my views and describe how I might develop it further.  I can annotate work in my sketchbook with more independence. |
| **Year 5** | I can work in a sustained and independent way from observation, experience and imagination.  I have begun to develop an individual style.  I can use a wider range of drawing/ painting implements (watercolours & colouring pencils) with increasing confidence and accuracy.  I can work on preliminary studies to test media and materials.  I can develop a painting from a drawing.  I can create imaginative work from a variety of sources.  I can demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.  I have begun to use simple perspective with a focal point and horizon.  I have an awareness of composition, scale and proportion.  I understand the qualities of observed subjects e.g. amount of detail.  I know that certain drawing  mediums are more suitable to  certain subjects e.g. pencils for  fine lines and detail. Oil pastels  for landscapes.  I understand the need to leave specific areas unpainted to create pale or white highlights.  I know that colour tones can be changed by adding water and can demonstrate this. | I can draw up a specification for a design    I am able to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail  I can use results of investigations, information sources, including ICT when developing design ideas  I can follow detailed instructions.  I can measure, weigh and organise ingredients accurately.  I understand and can apply rules of basic hygiene.  I understand that varying proportions affect a product.  I can compare and contrast domestic and commercial processes for creation, demonstrating an understanding of their basic differences. | I can design patterns of increasing complexity and repetition.  I can create printing blocks by simplifying an initial sketch book idea.  I can select broadly the kinds of material to print with in order to get the effect I want  I understand that printing blocks can be made using a variety of materials.  I can explore and use relief or impressed methods, and understand the difference.  I can build up layers and colours/textures.  I know how to prepare ink ready for printing.  I can choose inks thoughtfully and overlay colour  I can use a range of drawing and painting media to work detail into my prints.  I can organise my work in terms of pattern, repetition, symmetry or random printing styles  .  I can research, create and refine a print using a variety of techniques.  Know that spaces inside patterns can be  used as part of the design. | I use a variety of source material to inspire my work.  I use a sketchbook independently to develop my ideas.  I can select and record from firs- hand observation, experience and imagination, and explore ideas for different purposes.  I can ask questions and make thoughtful observations about starting points and select ideas and processes to use in my work.  I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | I can compare ideas, methods and approaches in my own and others’ work and say what I think and feel about them.  I can adapt my work according to my views and describe how I might develop it further.  I can independently annotate work in my sketchbook. | **KS2 Art:**  *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*  Create sketch books to record their observations and use them  Review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Learn about great artists, architects and designers in history  **KS2 Design and Technology:**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products |
| **Year 6** | I can use a wider range of drawing/ painting implements (inc. watercolours, oil pastels and paint) with increasing confidence and accuracy.  I can demonstrate a wide variety of ways to different marks, lines, patterns, textures and shape using dry and wet media.  I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  I understand that focus can be drawn to areas of a drawing/ painting by using detail or softening areas. I demonstrate this in my work.  I can explore and experiment with colour mixing and blending techniques.  I can use different techniques for different purposes within my own work.  I have started to develop my own style further using tonal contrast.  I can mix and match, knowing that certain colour combinations can create atmosphere and light effects.  I can choose appropriate paint, paper and implements to adapt and extend my work.  I can carry out preliminary studies, test media and materials and mix appropriate colours.  I understand that different techniques can be used for different effects, and therefore different purposes. | I can sketch and work with technical components.  I can mark, measure and join materials with increasing accuracy.  I choose tools and materials in relation to their purpose, using them with precision and care.  I know the purpose of a transmission system use simple mechanisms to create one.  I understand and use simple electrical systems (buzzers, bulbs, motors, electrical circuits).  I understand that there are different types of circuit (e.g. series/parallel) and know the advantages and disadvantages of both.  I can develop a design specification, based on research and the needs of users.  I can explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways  I can plan the order of my work, choosing appropriate materials, tools and techniques | I can develop my skills in stitching, cutting and joining.  I can fasten textiles by appliqué, couching, quilting and seaming.  I know that there are different types of stitches (decorative and construction) used for different purposes. E.g. Running stitches are used to hand sew basic seams.  I can use fabrics to create 3D structures.  I can experiment with dying techniques  e.g. applying the ‘bleeding’ technique  to wet fabric.  I can use different grades of threads and needles, understanding their suitability to a particular purpose. E.g. crewel needles are well suited to embroidery.  I can experiment with batik techniques safely.  I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects.  I know that there are different techniques relating to textiles e.g. weaving, sewing and wax batik. | I can identify artists who have worked in a similar way to their own work.  I can work from a variety of sources, inc. those researched independently.  I develop my ideas using different or mixed media, using my sketchbook.  I can collect visual information from a variety of sources and describe this with suitable and specific vocabulary. | I can compare ideas, methods and approaches in my own and others’ work and say what I think and feel about them.  I can adapt my work according to my views and describe how I might develop it further.  I can independently annotate/ critique work in my sketchbook. |