



St Bernadette's Catholic Primary School

Progression Overviews for Art and Design / Design and Technology

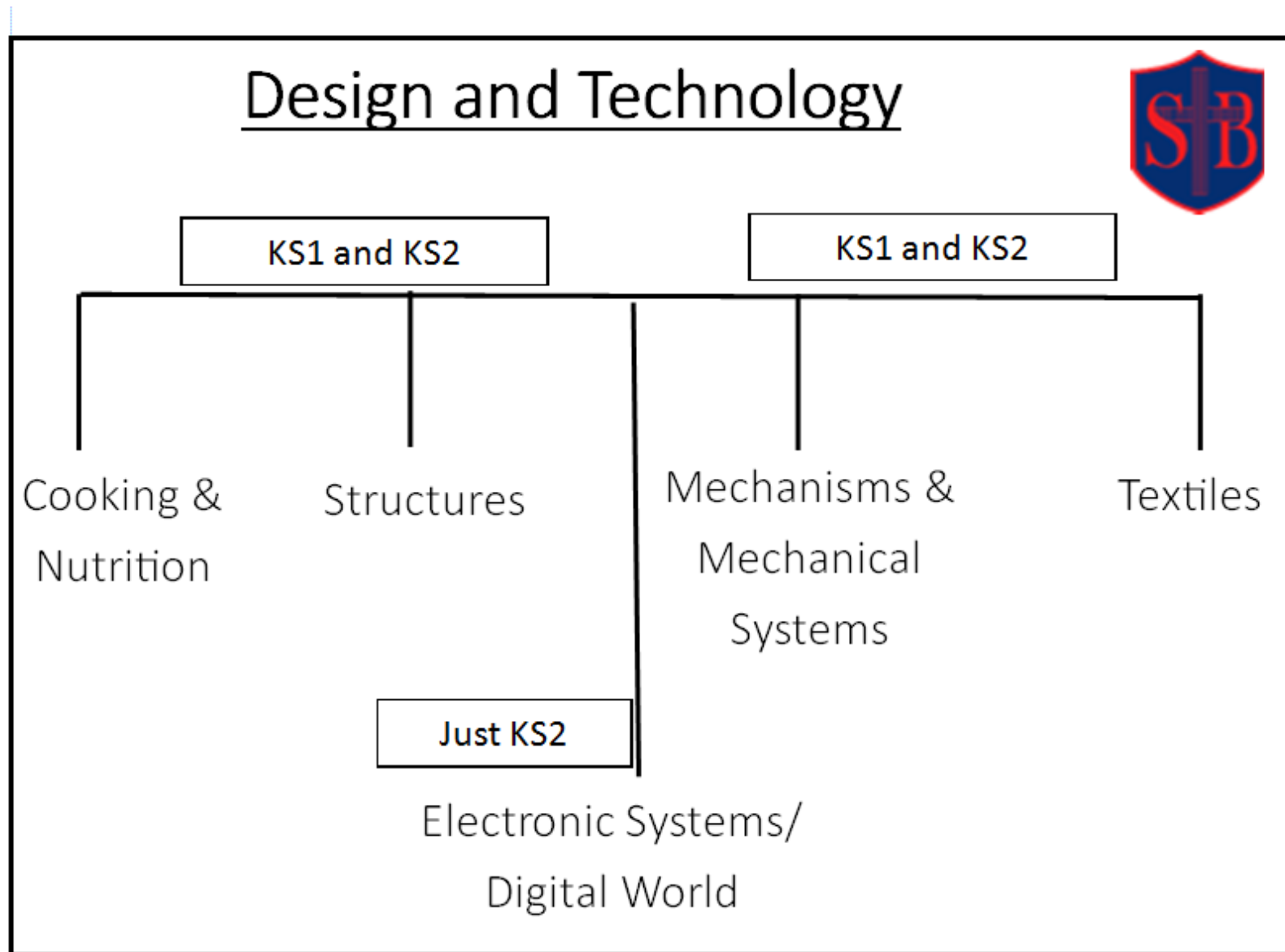
Jo Matthews

St Bernadette's Art and Design/Design and Technology Half Term Overview

		Aut 1	Aut 2		Spr 2	Sum 1	Sum 2
EYFS	Art	Self Portrait—Frida Kahlo Painted self-portrait Clay diya lamps Christmas crafts		Sunflowers—Van Gogh Nature rubbings / printing with natural objects Colour mixing		The Snail—Matisse Observational drawing African landscapes	
Throughout Year		Colour mixing, daily art opportunities (both child initiated and adult led), transient art					
	DT	Making bread (Cooking and Nutrition) Making and decorating biscuits (Cooking and Nutrition)		Supertato (Textiles) Vegetable soup (Cooking and Nutrition) Building bridges (Structures)		Fruit Salad (Cooking and Nutrition) Large pulley (Mechanisms and Mechanical Systems) Weaving (Textiles)	
Throughout Year		Beebots, microphones, torches, large wooden blocks, large plastic bricks, marble run, small wooden blocks, Duplo, Lego, playdough, weaving, collage materials, 'junk' modelling					
Year 1	Art	Drawing Kapow Making your Mark	Painting & Mixed Media Kapow Colour Splash		Sculpture & 3D Kapow Paper Play		
	DT	Textiles - Kapow Making a puppet		Structures Kapow Making a windmill		Cooking & Nutrition Kapow Making a smoothie	Mechanisms & Mechanical Systems Kapow Moving 'Rockets' storybook
Year 2	Art		Drawing Kapow Tell a Story			Painting & Mixed Media Kapow Life in Colour	Sculpture & 3D (Part Kapow) Clay Pinch Pots
	DT	Structures Kapow Baby Bear's Chair	Textiles Introduction - using a needle	Mechanisms & Mechanical Systems - Making a moving animal (Kapow - making a monster)	Cooking & Nutrition Kapow Design a healthy wrap		
Year 3	Art	Painting & Mixed Media Kapow Prehistoric Painting	Drawing Kapow Growing Artists		Sculpture & 3D Kapow Abstract Shape and Space		
	DT	Textiles Ugg's trousers		Cooking and Nutrition Kapow Eating Seasonally (comparing to Campania)		Structures / Mechanical Systems Kapow Constructing a castle/ Make an opening drawbridge	Digital World Light up Advertising Poster
Year 4	Art	Painting & Mixed Media Kapow Still Life		Drawing Kapow Drawing and Engraving		Sculpture & 3D Kapow Mega Materials OR Arran Gregory	
	DT		Electrical Systems Kapow Torches	Cooking & Nutrition Revisit and embed Peeling and chopping	Mechanical Systems Kapow Slingshot Car	Textiles Revisit and embed fastenings	Structures Kapow Pavilions
Year 5	Art	Painting & Mixed Media Kapow Portraits		Sculpture & 3D Kapow Interactive Installation		Drawing Kapow I need space	

Version 8 Nov 23 JM

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St Bernadette's Design and Technology Task Progression Overview

<u>KS1 & 2</u>					<u>Just KS2</u>
	<u>Cooking and Nutrition</u>	<u>Mechanisms/ Mechanical Systems</u>	<u>Structures</u>	<u>Textiles</u>	<u>Electrical Systems / Digital World</u>
<u>EYFS</u>	Adult-led - make and decorate biscuits, peel and chop veg for vegetable soup, cut fruit for fruit salad.	Large pulleys, beebots	Building bridges, junk modelling, play dough, large wooden/plastic blocks, small wooden blocks, Duplo, Lego, marble run	Weaving, collage, Supertato	Beebots, Listening station, talking pods, CD player, torches, Chrome books
<u>Year 1</u>	Fruit and Vegetables - making a smoothie (Kapow)	Moving storybook - sliders and movements (levers) (Kapow)	Making a windmill (Kapow)	Making a puppet (Kapow)	
<u>Year 2</u>	Design a healthy wrap for the class picnic	Making a monster (Kapow)	Baby Bear's Chair (Kapow)	Introduction - using a needle	
<u>Year 3</u>	Make a seasonal tart (Kapow)	(Link to Structures) Can you make the drawbridge open?	Constructing a castle (Kapow - Cams)	Ug's trousers	Digital World Light up Advertising poster
<u>Year 4</u>	Revisit and embed - peeling and chopping	Slingshot Car (Kapow)	Pavilions (Kapow)	Introduction and revisit - fastenings	Electrical Systems - Torches (Kapow)
<u>Year 5</u>	Can you make a healthy pizza?	Pop-up story book (Kapow)	Revisit and embed - nets linked to Electrical Systems (what is the strongest shape?)	Revisit and embed -Mayan dream catcher (knotting)	Electrical Systems (link to Structures) Steady Hand Game (Kapow)
<u>Year 6</u>	Can you make a celebration cake that meets a dietary requirement?	Automata Toy	Automata Toy (linked to Mechanisms and Mechanical Systems) (Kapow)	Sustainable bag	Digital World - toothbrush timer



St Bernadette's Design and Technology Skills and Knowledge Progression Overview

St Bernadette's Catholic Primary School				
Expressive Arts & Design—Creating with materials / Being Imaginative and Expressive				
EYFS Progression of Skills and Knowledge in Design and Technology				
Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking
Finding out & exploring Playing with what they know Being willing to 'have a go'		Being involved & concentrating Keep on trying Enjoying achieving what they set out to do		Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
Autumn		Spring		Summer
Making bread (Cooking and Nutrition) Making and decorating biscuits (Cooking and Nutrition)		Supertato (Textiles) Vegetable soup (Cooking and Nutrition) Fruit Salad (Cooking and Nutrition) Building bridges (Structures)		Large pulley (Mechanisms and Mechanical systems) Weaving (Textiles)
ELG	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role-playing characters in narratives and stories			
Focus	Designing	Making	Evaluating	Technical and Additional Knowledge
Reception	•Developing own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding •Thinking about and discussing what they want to make •Creating collaboratively sharing ideas, resources & skills	•Using increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking •Creating representations both imaginary & real-life ideas, events, people & objects •Exploring different techniques for joining materials, such as how to use selotape and different sorts of glue	•Returning to & building on previous learning, refining ideas & developing their ability to represent them •Discussing problems & how they might be solved •Looking closely at similarities, differences, patterns & change •Knowing & talking about the different factors that support their overall health & well-being	•Use different techniques for joining materials •Select and use tools independently, with care & precision •Name the tools needed to work the materials - Begin to apply new vocabulary to models and skills used.
Year 1	•Designing smoothie carton packaging by hand •Learning the importance of a clear design criteria •Including individual preferences and requirements in a design •Explaining how to adapt mechanisms, using bridges or guides to control the movement •Designing a moving story book for a given audience •Using a template to create a design for a puppet	•Chopping fruit and vegetables safely to make a smoothie •Identifying if a food is a fruit/vegetable •Learning where and how fruits and vegetables grow •Making stable structures from card, tape and glue •Learning how to turn 2D nets into 3D structures •Following instructions to cut and assemble the supporting structure of a windmill •-Making functioning turbines and axles which are assembled into a main supporting structure •Cutting fabric neatly with scissors •Using joining methods to decorate a puppet	•Tasting and evaluating different food combinations •Describing appearance, smell and taste •Suggesting information to be included on packaging •Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed •Reviewing the success of a product by testing it with its intended audience •Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't •Suggesting points for improvements •Reflecting on a finished product, explaining likes and dislikes	•Know that 'joining' means connecting two pieces of material together •Understand that the shape of materials can be changed to improve the strength and stiffness of structures •Know that design criteria is a list of points to ensure the product meets the client's needs and wants •Know that a mechanism is the parts of an object that move together •Know that a fruit has seeds and a vegetable does not •Know that fruits grow on trees or vines •Know that vegetables can grow either above or below ground •Know that vegetables can come from different parts of the plant



St Bernadette's Design and Technology Skills and Knowledge Progression in each Golden Thread

D - Design / M - Make / E - Evaluate

T - Technical Knowledge / A - Additional Knowledge

		<u>Yr 1 - Smoothie</u>	<u>Yr 2 - Healthy Wrap</u>	<u>Yr 3 - Eating Seasonally</u>	<u>Yr 4 - Peeling & Chopping</u>	<u>Yr 5 - Healthy Pizza</u>	<u>Yr 6 - Celebration Bake</u>
Cooking and Nutrition	Skills Progression	D-Designing smoothie carton packaging by-hand M-Chopping fruit and vegetables safely to make a smoothie -Identifying if a food is a fruit or a vegetable -Learning where and how fruits and vegetables grow E-Tasting and evaluating different food combinations -Describing appearance, smell and taste -Suggesting information to be included on packaging	D-Designing a healthy wrap based on a food combination which works well together M-Slicing food safely using the bridge or claw grip -Constructing a wrap that meets a design brief -Describing the taste, texture and smell of fruit and vegetables -Taste testing food combinations and final products -Describing the information that should be included on a label E-Evaluating which grip was most effective	D-Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish M-Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination -Following instructions within a recipe E-Establishing and using design criteria to help test and review dishes -Describing the benefits of seasonal fruits and vegetables and the impact on the environment -Suggesting points for improvement when making a seasonal tart	D-Revise how to hold the vegetables in the claw or bridge position using your non-dominant hand M-Cutting fruit and vegetables independently and safely -Peeling fruit and vegetables independently and safely	D-Applying safe peeling, cutting and chopping skills -Adapting a recipe to ensure it is the healthiest option available and describing healthy benefits of food groups M-Meeting the client's brief—their likes, dislikes, dietary requirements etc -Using an oven safely and successfully for cooking -Identify and evaluate costings, working within a given budget E-Collaborating successfully as a group, following a step by step method and incorporating others' ideas	D-Researching different recipes to meet specific dietary requirements M-Identifying, combining and utilising each group member's key skill-set e.g. baker, writer, icer, cleaner, timer E-Celebrating the skills and knowledge you have learnt at St Bernadette's with a piece of cake!

		<u>Yr 1 - Smoothie</u>	<u>Yr 2 - Healthy Wrap</u>	<u>Yr 3 - Eating Seasonally</u>	<u>Yr 4 - Peeling & Chopping</u>	<u>Yr 5 - Healthy Pizza</u>	<u>Yr 6 - Celebration Bake</u>
Cooking and Nutrition	Knowledge Progression	-Understand the difference between fruits and vegetables -Understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) -Know that a blender is a machine which mixes ingredients together into a smooth liquid -Know that a fruit has seeds and a vegetable does not -Know that fruits grow on trees or vines -Know that vegetables can grow either above or below ground -Know that vegetables can come from different parts of the plant	-Know that 'diet' means the food and drink that a person/animal usually eats -Understand what makes a balanced diet -Know where to find the nutritional information on packaging -Know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar -Understand that I should eat a range of different foods from each food group, and roughly how much of each food group -Know that nutrients are substances in food that all living things need to make energy, grow and develop -Know that 'ingredients' means the items in a mixture or recipe -Know that I should have maximum of five tsps. of sugar a day to stay healthy -Know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'	-Know that not all fruits and vegetables can be grown in the UK -Know that climate affects food growth -Know that vegetables and fruit grow in certain seasons -Know that cooking instructions are known as a 'recipe' -Know that imported food is food that has been brought into the country, that it travels from far away and this can negatively impact the environment -Know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre which are important for health -Know safety rules for using, storing and cleaning a knife safely -Know that similar coloured fruits and vegetables often have similar nutritional benefits	-Revise and follow Cleaning, Chilling, Cross-contamination within the '4Cs' -Know that kitchen tools should be picked up by the handle and to never touch the blade -Know that the blade points away from the body -Know that items must be cut or peeled on a flat surface -Know to peel horizontally and away from your other hand -Know how to safely use a knife peeler -Know how to dice and julienne cut	-Revise and follow the '4Cs' to avoid cross contamination -Know different ways to incorporate vegetables into a diet, such as a sauce, through research -Identify best ways to make a pizza as healthy as possible and why most pizzas would not be seen as healthy -Know correct portions of fruit and vegetables to be eaten daily -Know why we should have a healthy diet and the risks associated with an unhealthy diet -Identify best value for money	-Know different types of dietary requirements in cooking and baking and how they affect methods and/or ingredients -Know that different symptoms may arise when not following a specified diet -Understand the importance of certain foods to maintain a safe and healthy diet -Follow the 4Cs in a safe, clean working space

		<u>Yr 1 - Smoothie</u>		<u>Yr 2 - Wrap</u>		<u>Yr 3 - Eating Seasonally</u>		<u>Yr 4 - Peeling & Chopping</u>		<u>Yr 5 - Healthy Pizza</u>		<u>Yr 6 - Celebration Bake</u>	
<u>Cooking & Nutrition</u>	<u>Vocab Progression</u>	carton design flavour fruit healthy leaf	peel root seed slice smoothie stem vegetable	WRAP balanced diet balance brief carbohydrate dairy design criteria	fruit ingredients oils sugar protein vegetable wrap	climate countries diet evaluate exported fruit imported ingredients natural	processed reared recipe seasonal seasons sugar vegetable weather	4Cs bridge position chilling chop chopping board claw position cleaning cross-contamination	cut knife knife peeler peel peeler safety surface	adapt budget collaborate compare dietary requirements healthier option	health risks ingredients method portions recipe research	advertise allergy bake costings dietary requirement	display gluten intolerance method symptoms

		<u>Yr 1 – Moving Storybook</u>	<u>Yr 2 – Moving Monster</u>	<u>Yr 3 – Constructing a Castle</u>	<u>Yr 4 – Slingshot Car</u>	<u>Yr 5 – Pop up Book</u>	<u>Yr 6 – Automata Toy</u>
<u>Mechanisms/ Mechanical Systems</u>	<u>Skills Progression</u>	D-Explaining how to adapt mechanisms, using bridges or guides to control the movement -Designing a moving story book for a given audience M-Following a design to create moving models that use levers and sliders E-Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed -Reviewing the success of a product by testing it with its intended audience	D-Creating a design criteria for a moving monster as a class -Designing a moving monster for a specific audience in accordance with a design criteria M-Making linkages using card for levers and split pins for pivots -Experimenting with linkages adjusting the widths, lengths and thicknesses of card used -Cutting and assembling components neatly E-Evaluating own designs against design criteria -Using peer feedback to modify a final design	D-Experimenting with levers, linkages, pivots, wheels etc -Adjusting the card size – length, width, thickness M-Designing a moving drawbridge using annotated diagrams and then building it -Testing a variety of examples of both door and pulley to see which is the most effective	D-Designing a shape that reduces air resistance -Drawing a net to create a structure from -Choosing shapes that increase or decrease speed as a result of air resistance -Personalising a design M-Measuring, marking, cutting and assembling with increasing accuracy -Making a model based on a chosen design E-Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance	D- Design a book, supported by cross-sectional designs as part of my template, made up of a front cover and four pages and include a mixture of structures and mechanisms within it -Naming each mechanism, input and output accurately -Storyboarding ideas for a book M-Following a design brief to make a pop-up book, neatly and with focus on accuracy -Making mechanisms and/or structures using sliders, pivots and folds to produce movement -Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result E-Evaluating the work of others and receiving feedback on own work -Suggesting points for improvement	D-Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement -Understanding how linkages change the direction of a force M-Making things move at the same time -Understanding and drawing cross-sectional diagrams to show the inner-workings of my design -Measuring, marking and checking the accuracy of the wood and dowel pieces required -Assembling components accurately to make a stable wooden frame -Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles -Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set E-Evaluating the work of others and receiving feedback on own work -Applying points of improvement to toys -Describing changes they would make/do if they were to do the project again

		<u>Yr 1 – Moving Storybook</u>	<u>Yr 2 – Moving Monster</u>	<u>Yr 3 – Constructing a Castle</u>	<u>Yr 4 – Slingshot Car</u>	<u>Yr 5 – Pop up Book</u>	<u>Yr 6</u>
<u>Mechanisms/ Mechanical Systems</u>	<u>Knowledge Progression</u>	T-Know that a mechanism is the parts of an object that move together -Know that a slider mechanism moves an object from side to side -Know that a slider mechanism has a slider, slots, guides and an object -Know that bridges and guides are bits of card that purposefully restrict the movement of the slider	T-Know that mechanisms are a collection of moving parts that work together as a machine to produce movement -Know that there is always an input and an output in a mechanism -Know that an input is the energy that is used to start something working -Know that an output is the movement that happens as a result of the input -Know that a lever is something that turns on a pivot -Know that a linkage mechanism is made up of a series of levers A-Know some real-life objects that contain mechanisms	REVISIT AND EMBED – Linked to structures T-Remember that mechanisms are a collection of moving parts to produce movement -Know that an equal amount of force is needed on both sides of the pulley for it to move together	T-Understand that all moving things have kinetic energy -Understand that kinetic energy is the energy that something (object/person) has by being in motion -Know that air resistance is the level of drag on an object as it is forced through the air -Understand that the shape of a moving object will affect how it moves due to air resistance A-Understand that products change and evolve over time Know that a template is a stencil you can use to help you draw the same shape accurately Know that a birds-eye view means a view from a high angle Know that graphics are images which are designed to explain or advertise something	T-Know that mechanisms control movement -Understand that mechanisms can be used to change one kind of motion into another -Understand how to use sliders, pivots and folds to create paper-based mechanisms A-Know that a design brief is a description of what I am going to design and make -Know that designers often want to hide mechanisms to make a product more aesthetically pleasing -Know that a cross-sectional diagram is a view or drawing that shows what the inside of something looks like after a cut has been made across it	T-Understand that the mechanism in an automata uses a system of cams, axles and followers -Understand that different shaped cams produce different outputs A-Know that an automata is a hand-powered mechanical toy -Know that an exploded diagram shows how a product can be assembled and how the separate parts fit together, with dotted lines showing where the parts slide into place

		<u>Yr 1 - Moving Storybook</u>		<u>Yr 2 - Moving Monster</u>		<u>Yr 3 - Constructing a Castle</u>		<u>Yr 4 - Slingshot Car</u>		<u>Yr 5 - Pop up Book</u>		<u>Yr 6</u>	
<u>Mechanisms/ Mechanical Systems</u>	<u>Vocabulary Progression</u>	adapt assemble design criteria design input	mechanism model sliders template test	axle design criteria input linkage	mechanical output pivot wheel	2D 3D castle design key features net pulley	scoring shape stable stiff strong structure tab	chassis energy kinetic mechanism air resistance design	structure graphics research model template	cross-sectional design input motion mechanism	criteria research reinforce model	accurate assembly-diagram automata axle bench hook cam clamp component cutting list diagram dowel drill bits exploded-diagram finish	follower frame function hand drill jelutong linkage mark out measure mechanism model research right-angle set square tenon saw

		<u>Yr 1 – Making a Windmill</u>	<u>Yr 2 – Baby Bear's Chair</u>	<u>Yr 3 – Constructing a Castle</u>	<u>Yr 4 – Pavilions</u>	<u>Yr 5 – Steady Hand Game</u>	<u>Yr 6 – Automata Toy</u>
Structures	Skills Progression	D-Learning the importance of a clear design criteria -Including individual preferences and requirements in a design M-Making stable structures from card, tape and glue -Learning how to turn 2D nets into 3D structures -Following instructions to cut and assemble the supporting structure of a windmill -Making functioning turbines and axles which are assembled into a main supporting structure E-Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't -Suggesting points for improvements	D-Generating and communicating ideas using sketching and modelling -Learning about different types of structures found in the natural world and in everyday objects M-Making a structure according to design criteria -Creating joints and structures from paper/card and tape -Building a strong and stiff structure by folding paper E-Exploring the features of structures -Comparing the stability of different shapes -Testing the strength of their own structures -Identifying the weakest part of a structure -Evaluating the strength, stiffness and stability of their own structure	LINKED TO MECHANISMS & MECHANICAL SYSTEMS D-Designing a castle with key features to appeal to a specific person/purpose -Drawing and labelling a castle design using 2D shapes M-Constructing a range of 3D geometric shapes using nets -Creating special features for individual designs -Making facades from a range of recycled materials E-Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design -Suggesting points for modification of the individual designs	D-Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect -Building frame structures designed to support weight M-Creating a range of different shaped frame structures -Making a variety of free-standing frame structures of different shapes and sizes -Selecting appropriate materials to build a strong structure and cladding -Reinforcing corners to strengthen a structure -Creating designs according to a plan -Learning to create different textural effects with materials E-Evaluating structures made by class -Describing what characteristics of a design and construction made it the most effective -Considering effective/ineffective designs	LINKED TO ELECTRICAL SYSTEMS D-Designing a steady hand game, identifying and naming the components required -Drawing a design from three different perspectives -Generating ideas through sketching and discussion M-Modelling ideas through prototypes -Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function' -Constructing a strong, stable base for a game -Accurately cutting, folding, assembling net -Decorating the base of the game to a high-quality finish -Making and testing a circuit -Incorporating a circuit into a base E-Testing their own and others' finished games, identifying what went well and making suggestions for improvement -Gathering images and information about existing children's toys	LINKED TO MECHANISMS & MECHANICAL SYSTEMS D-Identifying what makes a successful structure

		<u>Yr 1 – Making a Windmill</u>	<u>Yr 2 – Baby Bear's Chair</u>	<u>Yr 3 – Constructing a Castle</u>	<u>Yr 4 – Pavilions</u>	<u>Yr 5 – Steady Hand Game</u>	<u>Yr 6 – Automata Toy</u>
Structures	Knowledge Progression	T -Understand that the shape of materials can be changed to improve the strength and stiffness of structures -Understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses) -Understand that axles are used in structures and mechanisms to make parts turn in a circle -Begin to understand that different structures are used for different purposes -Know that a structure is something that has been made and put together A -Know that a client is the person I am designing for -Know that design criteria is a list of points to ensure the product meets the client's needs and wants -Know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity -Know that windmill turbines use wind to make the machines inside work -Know that a windmill is a structure with sails that are moved by the wind -Know the three main parts of a windmill are: turbine, axle, structure	T -Know that shapes and structures with wide, flat bases or legs are the most stable -Understand that the shape of a structure affects its strength -Know that materials can be manipulated to improve strength and stiffness -Know that a structure is something which has been formed or made from parts -Know that a 'stable' structure is one which is firmly fixed and unlikely to change or move -Know that a 'strong' structure is one which does not break easily -Know that a 'stiff' structure or material is one which does not bend easily A - Know that natural structures are those found in nature -Know that man-made structures are those made by people	T -Understand that wide and flat based objects are more stable -Understand the importance of strength and stiffness in structures A -Know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose -Know that a façade is the front of a structure -Understand that a castle needed to be strong and stable to withstand enemy attack -Know that a paper net is a flat 2D shape that can become a 3D shape once assembled -Know that a design specification is a list of success criteria for a product	T -Understand what a frame structure is -Know that a 'free-standing' structure is one that can stand on its own A -Know that a pavilion is a decorative building or structure for leisure activities -Know that cladding can be applied to structures for different effects -Know that aesthetics are how a product looks -Know that a product's function means its purpose -Understand that the target audience means the person or group of people a product is designed for -Know that architects consider light, shadow and patterns when designing -Know that an annotated diagram has added notes to it, especially in order to explain it	(LINK TO ELECTRICAL SYSTEMS) T -Know that, in a series circuit, electricity only flows in one direction -Know that 'form' means the shape and appearance of an object -Know the difference between 'form' and 'function' -Understand that 'fit for purpose' means that a product works how it should and is easy to use A -Know that 'form over purpose' means that a product looks good but does not work very well -Know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind -Know what shape makes a strong, solid base -Understand the diagram perspectives 'top view', 'side view' and 'back'	(LINKED TO MECHANISMS & MECHANICAL SYSTEMS) T -Know that structures can be strengthened by manipulating materials and shapes

		<u>Yr 1 – Making a Windmill</u>		<u>Yr 2 – Baby Bear's Chair</u>		<u>Yr 3 – Constructing a Castle</u>		<u>Yr 4 – Pavilions</u>		<u>Yr 5 – Steady Hand Game</u>		<u>Yr 6 – Automata Toy</u>	
<u>Structures</u>	<u>Vocabulary Progression</u>	axle	stable/unstable	design criteria	shape	(LINKED WITH MECHANISMS)	scoring	annotated diagram	innovative	(LINKED TO ELECTRICAL SYSTEMS)	conductor	(LINKED TO MECHANISMS)	follower
		bridge	strong	function	stable	2D	shape	3D shapes	natural	copper	design	accurate	frame
		design	structure	man-made	structure	3D	stable	cladding	reinforce	design	evaluation	assembly-diagram	function
		design criteria	template	mould	test	castle	stiff	design criteria	structure	battery	fine motor skills	automata	hand drill
		model	turbine	natural	weak	design	strong			battery pack	form	axle	jelutong
		net	weak	properties		key features	structure			benefit	function	bench hook	linkage
		packaging				net	tab			bulb	gross motor skills	cam	mark out
						pulley				bulb holder	insulator	clamp	measure
										buzzer	LED	component	mechanism
										circuit	user	cutting list	model
										circuit symbol		diagram	research
										component		dowel	right-angle
												drill bits	set square
												exploded-diagram	tenon saw
										finish			

		<u>Yr 1 – Making a Puppet</u>	<u>Yr 2 –Using a Needle</u>	<u>Yr 3 – Ug's Trousers</u>	<u>Yr 4 – Fastenings</u>	<u>Yr 5 – Mayan Dream Catcher</u>	<u>Yr 6 – Sustainable Bag</u>
<u>Textiles</u>	<u>Skills Progression</u>	D-Using a template to create a design for a puppet M-Cutting fabric neatly with scissors -Using joining methods to decorate a puppet -Sequencing steps for construction E-Reflecting on a finished product, explaining likes and dislikes	INTRODUCTION -Revising ways to join fabric M -Threading a needle using a needle threader -Applying a simple running stitch onto fabric -Tying a knot in the thread to hold the cotton in place	D-Designing and using a template -Designing for a purpose -Choosing appropriate fabric to meet its purpose M -Independently and successfully threading a needle -Pinning template to the fabric -Fastening the cotton by making a knot to secure it -Using a running stitch closer to the edge of the material to join two pieces of fabric together -Completing sewing by oversewing extra stitches E -Reflecting on a finished product, explaining likes and dislikes	REVISIT NEEDLE WORK INTRODUCE FASTENING (BUTTON) M -Sewing on a button so that it is secure -Applying parallel, square, cross stitches to holes in button to fasten -Securing a stitch with another stitch or knot -Tying a knot in a piece of thread	REVISIT FASTENINGS INTRODUCE WEAVING/PLAITING M -Securing material with knots and stitches -Using different ways to secure material depending on the type of material used -Plaiting two pieces of material together -Weaving material	D -Designing a recycled bag in accordance with a specification and design criteria to fit a specific theme & Annotating designs -Using a template when pinning patchwork material together -Marking and cutting fabric accurately, in accordance with a design M -Sewing a strong running stitch and a strong back stitch, making small, neat stitches, following edge -Tying strong knots -Sewing a hem to improve the neatness of the product -Decorating the bag - attaching objects using thread and adding strong handles -Sewing accurately with even regularity of stitches E -Evaluating work continually as it is created

		<u>Yr 1 – Making a Puppet</u>	<u>Yr 2 –Using a Needle</u>	<u>Yr 3 – Ug's Trousers</u>	<u>Yr 4 – Fastenings</u>	<u>Yr 5 – Mayan Dream Catcher</u>	<u>Yr 6 – Sustainable Bag</u>
<u>Textiles</u>	<u>Knowledge Progression</u>	-Know that 'joining technique' means connecting two pieces of material together -Know that there are various temporary methods of joining fabric by using staples, glue or pins -Understand that different techniques for joining materials can be used for different purposes -Understand that a template (or fabric pattern) is used to cut out the same shape multiple times -Know that drawing a design idea is useful to see how an idea will look	INTRODUCTION -Sew a running stitch -Know that you must pull the cotton taut after each stitch -Know that a stitch must be secured or it will undo -Know that needles are sharp and the needle should be held in the middle	-Understand that a running stitch joins two pieces of fabric together with strength and greater permanency -Know that a template allows a design to accurately transfer from paper to fabric -Know that a running stitch needs to be pulled firmly -Know how to make a knot so that it secures the stitch -Know that a needle threader is a useful tool for threading a needle -Know that a running stitch should be positioned near the edge of the fabric -Know that a design can successfully be made into a product for a user	-Know that a button can fasten and unfasten two pieces of fabric -Know that a button is attached by stitching -Know three types of stitches to fasten on a button -Revise how to thread cotton onto a piece of thread -Revise how to make a knot to secure a piece of thread -Know that rows of stitches must be secured or they will unravel	-Revise how to knot cotton thread -Know what a Mayan dream catcher is and why it was used -Know how to plait two pieces of material together	-Understand that it is important to design clothing/accessories with the client/target customer in mind -Know that using a template (or clothing pattern) helps to accurately mark out a design on fabric -Know the importance of using an annotated diagram -Understand the importance of consistently sized stitches -Know that a back stitch is a stronger stitch designed to firmly hold two pieces of material together -Know why the bag is sustainable

		<u>Yr 1 – Making a Puppet</u>	<u>Yr 2 –Using a Needle</u>	<u>Yr 3 – Ug's Trousers</u>	<u>Yr 4 – Fastenings</u>	<u>Yr 5 – Mayan Dream Catcher</u>	<u>Yr 6 – Sustainable Bag</u>
<u>Textiles</u>	<u>Vocab Progression</u>	decorate design equipment evaluate fabric glue hand puppet inspiration joining method model safety pin stencil technique template	needle threader thread cotton / cotton reel knot needle running stitch secure sew taut	appropriate design edge evaluate fabric firmly function joining knot pin purpose secure style suitable template thread	cotton cross fabric fastening function join knot parallel purpose secure square stitch thread tie	attach dreamcatcher embellish fabric fasten join knot material Mayan lace plait purpose secure sew stitch thread tie weave	annotate back stitch decorate design criteria embellishments fabric fastening handles hem pin recycled strength sustainability target customer template tote bag

		Yr 1	Yr 2	Yr 3 - Light Up Poster	Yr 4 - Making a Torch	Yr 5 - Steady Hand Game	Yr 6 - Toothbrush Timer
Electrical Systems / Digital World	Skills Progression			D-Following a clear design criteria M-Constructing a working programmable circuit E-Identifying errors, if testing is unsuccessful, by comparing their code to a correct example -Explaining the basic functionality of their finished program -Analysing and evaluating an existing product -Evaluating their design	D-Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas M-Making a torch with a working electrical circuit and switch -Using appropriate equipment to cut and attach materials -Assembling a torch according to the design and success criteria E-Evaluating electrical products -Testing and evaluating the success of a final product	(LINKED TO STRUCTURES) D-Designing a steady hand game, identifying and naming the components required -Drawing a design from three different perspectives -Generating ideas through sketching and discussion -Modelling ideas through prototypes -Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function' M-Constructing a stable base for a game -Accurately cutting, folding, assembling a net -Decorating base of the game to a high-quality finish -Making and testing a circuit and incorporating it into a base E-Testing their own and others' finished games, identifying what went well and making suggestions for improvement -Gathering information about existing children's toys -Analysing a selection of existing children's toys	(LINKED TO ELECTRICAL SYSTEMS) D-Following design requirements using computer-aided design, drawing a simple design with a text box and bright colours, following a demonstration M-Researching and fulfilling the design brief of the end user -Applying their knowledge of the Crumble to incorporate different features E-Marketing the product -Know the importance of meeting a design brief -Know how to design a product to meet the needs of the user and to ensure it is safe

		Yr 1	Yr 2	Yr 3 - Light Up Poster	Yr 4 - Making a Torch	Yr 5 - Steady Hand Game	Yr 6 - Toothbrush Timer
Electrical Systems/Digital World	Knowledge Progression			T-Give a brief explanation of the digital revolution and/or remember key examples -Know that the Crumble is an electronics controller -Write a program for the Crumble that initiates a constant, flashing or series of LED Sparkles -Understand that in programming a 'loop' is code that repeats something again and again until stopped	T-Understand that electrical conductors are materials which electricity can pass through -Understand that electrical insulators are materials which electricity cannot pass through -Know that a battery contains stored electricity that can be used to power products -Know that an electrical circuit must be complete for electricity to flow -Know that a switch can be used to complete and break an electrical circuit A - Know features of a torch - case, contacts, batteries switch, reflector, lamp, lens -Know facts from the history and invention of the electric lightbulb(s) - Sir Joseph Swan, Thomas Edison	T-Know that, in a series circuit, electricity flows in one direction -Know that 'form' is the shape/appearance of objects -Know the difference between 'form' and 'function' -Understand that 'fit for purpose' means that a product works how it should and is easy to use -Know that 'form over purpose' means that a product looks good but does not work very well -Know the importance of 'form follows function' when designing: product must be designed primarily with the function in mind -Understand the diagram perspectives 'top/side view' and 'back'	T-Recall and describe the name and use of key tools used in TinkerCAD (CAD) software -Combine more than one object to develop a finished 3D CAD model in TinkerCAD -Programme a Crumble so that the user will know that two minutes has elapsed -Identify errors (bugs) in the code and ways to fix them A-Identify key industries that use 3D CAD modelling

		<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3 - Light Up Poster</u>		<u>Yr 4 - Making a Torch</u>		<u>Yr 5 - Steady Hand Game</u>		<u>Yr 6 - Toothbrush Timer</u>	
<u>Electrical Systems/Digital World</u>	<u>Vocabulary Progression</u>			advertising analogue attach control Crumble design criteria develop digital digital revolution digital world display electronic products eye-catching	feature function initiate loops product design program purpose sensor Sparkle technology template test user	battery bulb buzzer conductor circuit circuit diagram electricity insulator series circuit switch component design design criteria diagram evaluation	LED model shape target audience input recyclable theme aesthetics assemble equipment ingredients packaging properties sketch test	(LINKED TO STRUCTURES) assemble battery battery pack benefit bulb bulb holder buzzer circuit circuit symbol component Conductor	copper design design criteria evaluation fine motor skills fit for purpose form function gross motor skills insulator LED user	(LINKED TO ELECTRICAL SYSTEMS) advertising pitch appealing buzzer sensor code control Crumble design brief / criteria digital display distance sensor feature function	initiate loops market research product design/criteria program purpose sensor software Sparkle technology test TinkerCAD user

	<u>Design / Prototype</u>	<u>Consumer Research</u>	<u>Annotated / Exploded / Cross-Sectional Diagrams</u>	<u>Cost</u>	<u>Appeal in Mind</u>	<u>Evaluate</u>
<u>EYFS</u>	Supertato / junk modelling / pet carry cases etc					
<u>Year 1</u>	Using a puppet design template (Textiles)					Sharing moving story book with Yr R children (Mechanisms)
<u>Year 2</u>	Design a chair for baby bear (Structures); Design food wrap considering food combinations and healthy choices (Cooking & Nutrition)	Speak to peers when designing wrap for class picnic (Cooking & Nutrition)				
<u>Year 3</u>	Using a design template (Textiles)		Annotated diagram for castle (structures/Mechanisms)		Trousers for a stone age man (Textiles)	
<u>Year 4</u>	Design of a torch (Electronic Systems); Design a pavilion (Structures)		Annotated diagram for slingshot car (Mechanisms); Annotated diagram for Pavilion (Structures)			
<u>Year 5</u>	Prototype of steady hand game (electronic systems) Design a pop up book (Mechanisms)	Speak to Mr Lynch to find out his dietary requirements /likes when making a pizza for him (Cooking & Nutrition)	Cross-sectional diagram of mechanical elements used within the pop-up book (Mechanisms)	Design, cost and make a healthy pizza for Mr Lynch (Cooking & Nutrition)	Design a pop up book for younger children (Mechanisms); Design a pizza for Mr Lynch (Cooking & Nutrition)	
<u>Year 6</u>	Using TinkerCad to design 3D toothbrush timer model (Digital World)	Designing toothbrush timer for their buddy (Digital World) - interview them to know the needs of the end user; Explore different school dietary requirements to make a celebration cake (Cooking & Nutrition)	Annotated diagram for sustainable bag (Textiles); Exploded diagram to support building of automata toy (Mechanisms)	Design, cost and make a celebration cake for end of term that meets a dietary requirement (Cooking & Nutrition)	Designing toothbrush timer for their buddy (Digital World) - interview their buddy to know the needs of the end user	Film and present product pitch of toothbrush timer to Yr R children

Annotated Diagram - If you annotate written work or a diagram, you add notes to it, especially in order to explain it.

Cross-sectional Diagram - It is a view or drawing that shows what the inside of something looks like after a cut has been made across it.

Exploded Diagram - An exploded diagrams shows how a product can be assembled and how the separate parts fit together, with dotted lines showing where the parts slide into place. The diagrams also show components that would usually be hidden in a solid drawing.

Progression of Tool Skills

	<u>Cutting with Scissors / Stanley knives</u>	<u>Sawing</u>	<u>Measure</u>	<u>Needles Stitches</u>	<u>Kitchen Tools (knives, graters, corers, oven, hob)</u>	<u>Peelers</u>	<u>Gluing</u>
<u>EYFS</u>	-Pressure-based looped scissors ↓ -Large plastic scissors ↓ -Metal bladed scissors		Different sized containers Rulers (firm, tape, paper) Balance scales	Threading Weaving (Plastic needles if needed)	Children's safety knives Bridge position (for soft round fruit - embed this throughout)	Hand peeler Y peeler (1:1 with adult hand over hand) Carrots for vegetable soup	Pritt stick PVA glue using spatulas
<u>Year 1</u>	Shorter bladed fabric scissors to cut felt / embellishments		Digital scales	Pinning with safety pins (Plastic needles if needed)	Children's safety knife with sharper blade (for cutting) Soft fruit/round fruit - large dice (to be blended)	Y peeler (small group) - carrots Peel oranges by hand	Fabric glue PVA glue
<u>Year 2</u>	*		Digital scales	Thread needle (thicker needle, large hole) Running stitch Knotting	Butter knives for spreading Children's safety knife with sharper blade (for cutting and slicing) Variety of food (e.g. cucumber, ham, bread)		
<u>Year 3</u>	Longer handled fabric scissors to cut material			Sew two pieces of material together to make a pair of trousers - running stitch (medium needle, small hole) Pinning with pins	Children's safety knife with sharper blade		
<u>Year 4</u>	*			Sewing on a button to ensure it is secure (medium needle, small hole) Parallel, square, cross stitches to attach buttons	Applying skills for peeling and chopping - use variety of knife skills/cuts Oven led by adult	Applying skills for peeling and chopping - extending to use knife peeler	Glue gun - introduce in small groups Know safety rules
<u>Year 5</u>	*		Mechanical dial kitchen scales	Applying previous skills to attaching materials to a simple hoop (knotting, plaiting, sewing, fastening)	Pizza (pizza topping - cutting onions, peppers, tomatoes, mushrooms, olives) Large dice, medium dice, julienne Oven with close supervision	Peeling using variety of veg	
<u>Year 6</u>	Fabric scissors to cut variety of different materials to fit design	Using a junior hacksaw and red guide to cut lengths of wood	Choice of scales	Joining different pieces of material together using running stitch Introduce back stitch Attach handles (plaiting, knotting)	Hand mixer, oven with supervision	Choice of peeler if nec	Glue gun - use under adult supervision Follow safety rules

Knife	Claw position 	Bridge position (for round fruit/vegetables) 
Peeler	Hand Peeler 	Y Peeler (hold with one hand and peeling away from other hand)  Knife Peeler 
Needles	Use age appropriate needles e.g. smaller sized/blunt-nosed needles , for their safety. Keep the needle pointed away from yourself and other people at all times. When sewing, always place the material on a table rather than on your lap. Keep your fingers away from the tip of the needle. Never hand a sharp needle to someone else - put it on a tray for another person to pick up. Put the needles in a secure closed container or in a pin cushion after you use them.	
Sewing scissors	Use age appropriate scissors e.g. smaller sized/blunt-nosed scissors , for their safety. Keep the scissors pointed away from yourself and other people at all times. When using scissors, always place the material on a table rather than on your lap and always point scissors away from your body. Keep your fingers away from the tip of the scissors. Remember to be careful moving around with scissors. Hand them to someone with your hand around the blades, extending the handle to the recipient. For their safety, left handed children should use left handed scissors. Model using an appropriate scissor grasp .	
Sewing pins	Keep the pin pointed away from yourself and other people at all times. Keep your fingers away from the tip of the pin. Never hand a sharp pin to someone else - put it on a tray for another person to pick up. Put the pins in a secure closed container or in a pin cushion after you use them.	



THE 4 C'S

COOKING

Cooking kills bacteria.

Food needs to be heated till steaming hot with the core temperature reaching:

- 60°C for 45 mins
- 65°C for 10 mins
- 70°C for 2 mins
- 75°C for 30 secs
- 80°C for 6 secs

CLEANING

Cleaning kills bacteria.

- Wash hands before, during & after food preparation
- Wash all worktops, utensils, chopping boards & equipment
- Rinse unwashed salad, fruit and vegetables

CHILLING

Chilling prevents microbial growth.

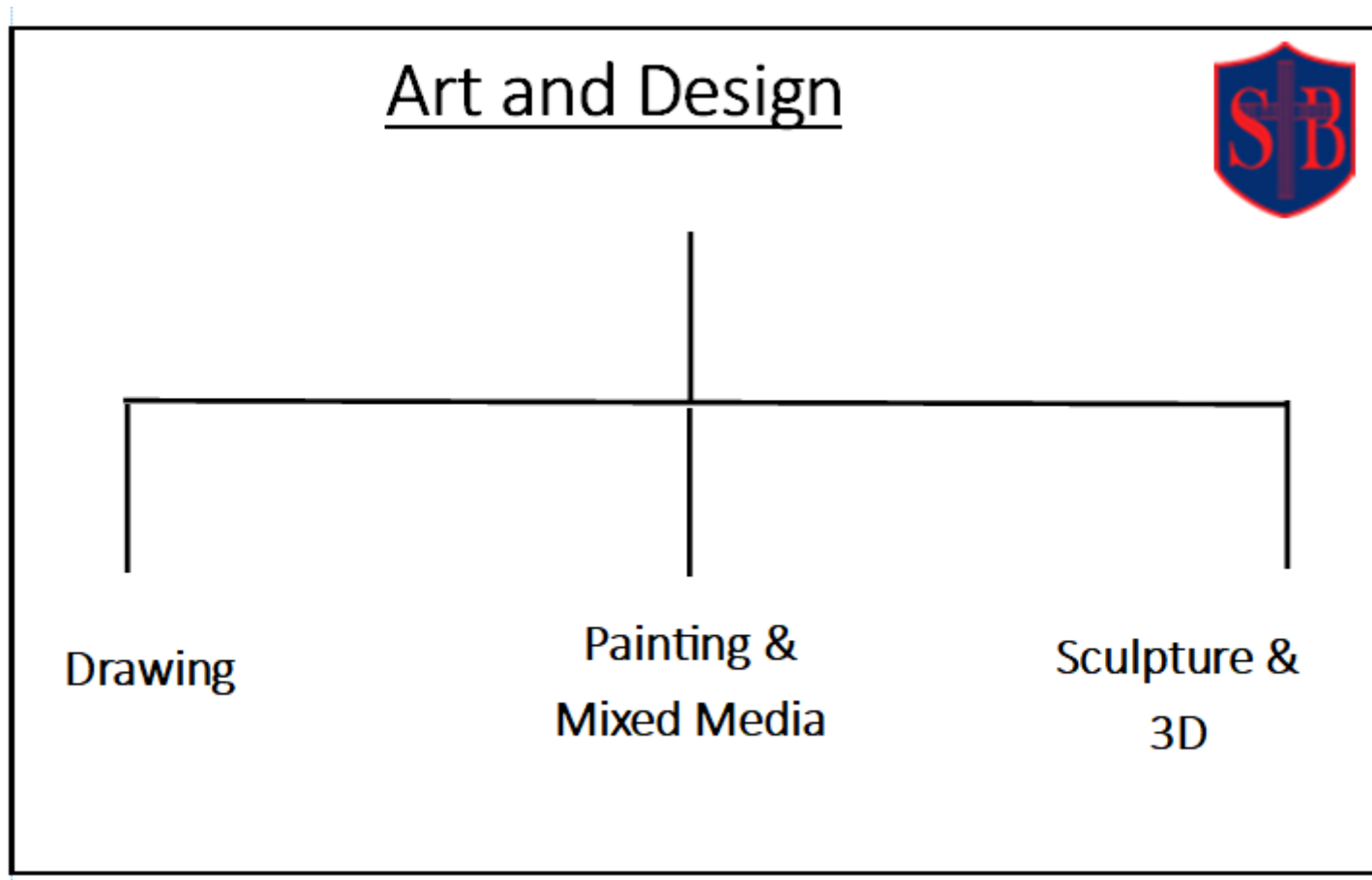
Cool food to below 5°C as quickly as possible & defrost food in the fridge.

Fridge - 0°C - 5°C
Freezer - -15°C or below

CROSS CONTAMINATION

Bacteria are transferred from one object to another.

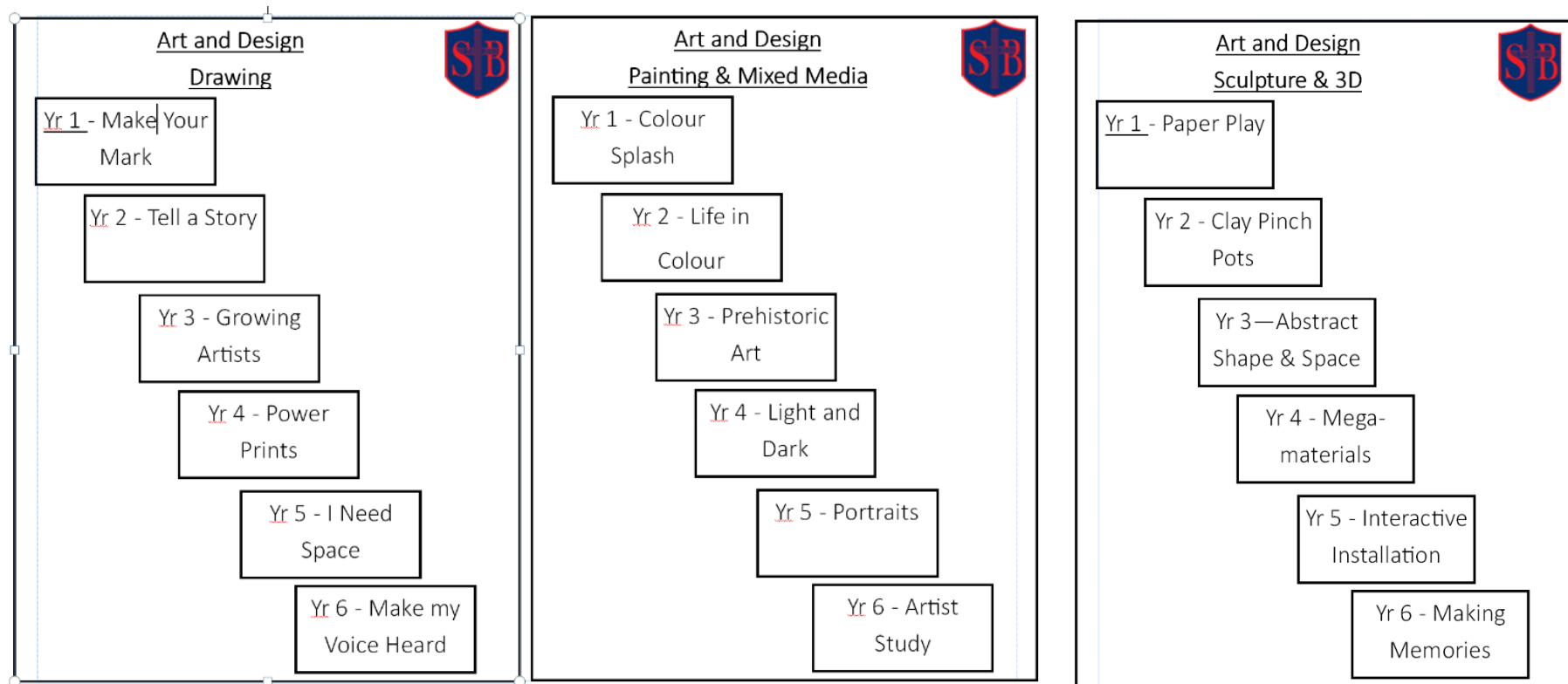
- Keep raw and cooked food separate
- Never wash raw meat
- Keep raw meat & shellfish on the bottom shelf of the fridge





St Bernadette's Art and Design Task Golden Threads Progression Overview

	<u>Drawing</u>	<u>Painting and Mixed Media</u>	<u>Sculpture and 3D</u>
<u>EYFS</u>	Throughout year - variety of open ended tasks as well as more formal modelling e.g. self-portraits	Colour mixing based on text 'Mixed'. Open ended opportunities to explore with paint and different media e.g. collage	Opportunities for transient art, 'junk modelling', play dough and plasticine, diya lamps for Diwali etc
<u>Year 1</u>	Make your Mark (4 steps) Developing observational drawing skills when exploration mark-making. Children use a range of tools, investigating how texture can be created in drawings.	Colour Splash (4 steps) Exploring colour mixing through paint play, children use a range of tools and work on different surfaces.	Paper Play (4 steps) Creating simple 3-dimensional shapes/structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture.
<u>Year 2</u>	Tell A Story (5 steps) Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form and experiment with creating patterned surfaces to add texture and detail to drawings.	Life in Colour (4 steps) Pupils investigate how mixing a wider range of colours contributes to different effects, explore surface texture when selecting and combining materials to make final piece, linked to seaside paintings.	Clay Pinch Pots (4 steps) Developing their ability to work with clay, children learn how to create simple thumb pots which can then be turned into sea creatures, using techniques such as cutting, shaping, joining and impressing into clay.
<u>Year 3</u>	Growing Artists (4 steps) Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms	Prehistoric Painting (4 steps) Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Abstract Shape and Space (5 steps) Exploring how shapes and negative spaces can be represented by 3D forms. Children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.
<u>Year 4</u>	Power Prints (4 steps) Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Light and Dark (4 steps) Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying techniques.	Mega materials - (3 steps) Learning about the work of inspirational sculptors, children create personal responses and make choices about techniques and materials such as recycled materials and clay. 2023 - Arran Gregory (Sculptor) to come in and work with Yr 4.
<u>Year 5</u>	I Need Space (5 steps) Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 1950s 'Space race', combining collage/printmaking to create a piece in their own style.	Portraits (5 steps) Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their unique self-portraits in mixed-media.	Interactive Installation (5 steps) Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief.
<u>Year 6</u>	Make my Voice Heard (5 steps) Exploring art with a message, children look at 'Guernica' by Picasso etc, developing their drawings to incorporate new surfaces, a range of techniques and an emerging personal style.	Artist Study (3 steps) Artist study - identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual.	Making Memories (5 steps) Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.





St Bernadette's Art and Design Skills and Knowledge Progression Overview

St Bernadette's Catholic Primary School				
Expressive Arts & Design—Creating with materials / Being Imaginative and Expressive				
EYFS Progression of Skills and Knowledge in Art and Design				
Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking
Finding out & exploring Playing with what they know Being willing to 'have a go'		Being involved & concentrating Keep on trying Enjoying achieving what they set out to do		Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
Autumn		Spring		Summer
Self Portrait—Frida Kahlo + painted self portrait Clay Diya lamps Christmas crafts Colour mixing		Sunflowers—Van Gogh Nature rubbings / printing with natural objects Nature art		The Snail—Matisse Observational drawing African landscapes
ELG	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role-playing characters in narratives and stories			
Focus	Generating Ideas (+ KS1—Using Sketchbooks)	Making Skills (including formal elements of colour, pattern, line, texture, form, space and shape) (textiles, clay, sand, 3D work, clay, dough, boxes, wire, paper sculpture, printing, found materials, foam printing)	Knowledge of Artists	Evaluating and Analysing
Reception	• Talking about their ideas and exploring different ways to record them • Exploring different ways to use paint and a range of media according to their interests and ideas • Exploring and playing with a range of media to make child-led creations. • Exploring and playing with clay and playdough to make child-led creations • Experimenting with mark making in an exploratory way	• Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. • Work on a range of materials of different textures (eg. playground, bark). • Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. • Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • Use different forms of 'paint' such as mud/puddles, creating a range of artwork both abstract and figurative. • Introduce colour mixing and explore how different colours can create new colours. • Use mixed-media scraps to create child-led artwork with no specific outcome. • Push, pull and twist a range of modelling materials to affect the shape. • Create child-led 3D forms from natural materials. • Join materials in different ways e.g. using sticky tape to attach materials, joining when playdough modelling. • Design something and stick to the plan when making. • Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	• Enjoy looking at and talking about art.	• Talk about their artwork, stating what they feel they did well
Year 1	• Explore their own ideas using a range of media • Use sketchbooks to explore ideas	• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures • Make choices about which materials to use to create an effect • Develop observational skills to look closely and reflect surface texture • Explore and analyse a wider variety of ways to join and fix materials in place (see Art progression of skills and knowledge for detailed key knowledge)	• Understand how artists choose materials based on their properties in order to achieve certain effects	• Describe and compare features of their own and others art work • Evaluate art with an understanding of how art can be varied and made in different ways and by different people
3 threads of -Drawing -Painting and Mixed Media -Sculpture and 3D				

St Bernadette's Catholic Primary School Expressive Arts & Design—Creating with materials / Being Imaginative and Expressive EYFS Progression of Skills and Knowledge in Art and Design (cont)				
Focus	Generating Ideas	Making Skills (including formal elements of colour, form, shape, line, pattern, texture, tone)	Knowledge of Artists	Evaluating and Analysing
Year 1 3 threads of Drawing, Painting and Mixed Media, Sculpture and 3D		Colour Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Form Know that paper can change from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Shape Know a range of 2D shapes and confidently draw these Know that paper can be shaped by cutting and folding it. Line Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. Pattern Know that a pattern is a design in which shapes, colours or lines are repeated. Texture Know that texture means what something feels like. Know that different marks can be used to represent the texture of objects. Know that different drawing tools make different marks, Tone Know that there are many different shades (or 'hues') of the same colour Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced		

Yr 1		<u>Drawing</u> <u>Make your Mark</u>	<u>Painting and Mixed Media</u> <u>Colour Splash</u>	<u>Sculpture & 3D</u> <u>Paper Play</u>
<u>Key Skills</u>	<u>Generating Ideas</u>	- Explore their own ideas using a range of media		
	<u>Using Sketchbooks</u>	-Use sketch books to explore ideas		
	<u>Making Skills</u>	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures -Make choices about which materials to use to create an effect -Develop observational skills to look closely and reflect surface texture	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures -Make choices about which materials to use to create an effect	-Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures -Explore and analyse a wider variety of ways to join and fix materials in place
	<u>Knowledge of Artists</u>	-Understand how artists choose materials based on their properties in order to achieve certain effects		
	<u>Evaluating and Analysing</u>	-Describe and compare features of their own and other's art work -Evaluate art with an understanding of how art can be varied and made in different ways and by different people		
<u>Key Knowledge</u>	<u>Making Skills</u>	-That a continuous line drawing is a drawing with one unbroken line -Properties of drawing materials eg: which ones smudge, which ones can be erased, which ones blend -How to hold and use drawing tools in different ways to create different lines and marks -How to create marks by responding to different stimulus such as music. -How to overlap shapes to create new ones -How to use mark making to replicate texture -How to look carefully to make an observational drawing -How to complete a continuous line drawing	-How to combine primary coloured materials to make secondary colours -How to mix secondary colours in paint -How to choose suitable sized paint brushes -How to clean a paintbrush to change colours -How to print with objects, applying a suitable layer of paint to the printing surface How to overlap paint to mix new colours -How to use blowing to create a paint effect -How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour	-How to roll and fold paper -How to cut shapes from paper and card -How to cut and glue paper to make 3D structures -How to decide the best way to glue something -How to create a variety of shapes in paper, eg spiral, zig-zag -How to make larger structures using newspaper rolls
	<u>Colour</u>		-Know that the primary colours are red, yellow and blue -Know primary colours can be mixed to make secondary colours: Red + yellow = orange / Yellow + blue = green / Blue + red = purple	
	<u>Form</u>			-Know paper can change from 2D to 3D by folding, rolling and scrunching it -Know that three dimensional art is called sculpture
	<u>Shape</u>	-Know a range of 2D shapes and confidently draw these		-Know paper can be shaped by cutting and folding it

	<u>Line</u>	-Know that drawing tools can be used in a variety of ways to create different lines -Know lines can represent movement in drawings				
	<u>Pattern</u>			-Know a pattern is a design in which shapes, colours or lines are repeated		
	<u>Texture</u>	-Know that texture means 'what something feels like' -Know different marks can be used to represent the textures of objects -Know different drawing tools make different marks				
	<u>Tone</u>			-Know that there are many different shades (or 'hues') of the same colour -Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced		
	<u>Knowledge of Artists</u>	-Artists choose materials that suit what they want to make			-Some artists are influenced by things happening around them -Artists living in different places at different times can be inspired by similar ideas or stories -Artists choose materials that suit what they want to make	
	<u>Analysing & Evaluating</u>	-Art is made in different ways -Art is made by all different kinds of people -An artist is someone who creates		-Art is made in different ways -Art is made by all different kinds of people -An artist is someone who creates	-Art is made in different ways -Art is made by all different kinds of people -An artist is someone who creates	
<u>Vocabulary</u>	2d shape 3d shape abstract chalk charcoal circle continuous cross hatch diagonal dots form horizontal lightly	line mark-making narrative observe optical art pastel printing shade shadow straight texture vertical wavy	blend hue kaleidoscope mix pattern primary colour print	secondary colour shade shape space texture thick	artist carving concertina curve cylinder imagine loop	mosaic overlap sculpture spiral three-dimensional (3d) zig-zag

Yr 2		<u>Drawing</u> <u>Tell a Story</u>	<u>Painting and Mixed Media</u> <u>Life in Colour</u>	<u>Sculpture & 3D</u> <u>Clay Pinch Pots</u>
<u>Key Skills</u>	<u>Generating Ideas</u>	-Begin to generate ideas from a wider range of stimuli, exploring different media and techniques		
	<u>Using Sketchbooks</u>	-Experiment in sketchbooks, using drawing to record ideas -Use sketchbooks to help make decisions about what to try out next		
	<u>Making Skills</u>	-Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work	-Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	-Further demonstrate increased control with a greater range of media -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials
	<u>Knowledge of Artists</u>	-Talk about art they have seen using some appropriate subject vocabulary -Create and critique both figurative and abstract art, recognising some of the techniques used -Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect		
	<u>Evaluating and Analysing</u>	-Explain their ideas and opinions about their own and other's art work, beginning to recognise the stories and messages within and showing an understanding of why they may have made it -Begin to talk about how they could improve their own work -Talk about art is made		
<u>Key Knowledge</u>	<u>Making Skills</u>	-How different marks can be used to represent words and sounds -That a combination of materials can achieve the desired effect. -That charcoal is made from burning wood. -How to use different materials and marks to replicate texture -How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers -How to use marks and lines to show expression on faces -How to make a concertina book -How to use drawing to tell a story -How to use charcoal to avoid snapping and to achieve different types of lines -How to use drawing pens	-How to mix a variety of shades of a secondary colour -How to make choices about amounts of paint to use when mixing a particular colour -How to match colours seen around them -How to create texture using different painting tools -How to make textured paper to use in a collage -How to choose and shape collage materials eg cutting, tearing -How to compose a collage, arranging and overlapping pieces for contrast and effect -How to add painted detail to a collage to enhance/improve it	-How to smooth and flatten clay -How to roll clay into a cylinder or ball -How to make different surface marks in clay -How to make a clay pinch pot -How to mix clay slip using clay and water -How to join two clay pieces using slip -How to use hands in different ways as a tool to manipulate clay -How to use clay tools to score clay
	<u>Colour</u>		-Different amounts of paint and water can be used to mix hues of secondary colours -Colours can be mixed to 'match' real life objects or to create things from your imagination	

	<u>Form</u>	-'Composition' means how things are arranged on the page.		- 'Composition' means how things are arranged on the page		-Pieces of clay can be joined using the 'scratch and slip' technique -A clay surface can be decorated by pressing into it or by joining pieces on	
	<u>Shape</u>			-Collage materials can be shaped to represent shapes in an image		-Patterns can be made using shapes	
	<u>Line</u>	-Lines can be used to fill shapes, to make outlines and to add detail or pattern					
	<u>Pattern</u>	-Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns		-Patterns can be used to add detail to an artwork			
	<u>Texture</u>	Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture		-Collage materials can be chosen to represent real-life textures -Collage materials can be overlapped and overlaid to add texture -Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture -Painting tools can create varied textures in paint			
	<u>Tone</u>			-Different amounts of paint and water can be used to mix hues of secondary colours			
	<u>Knowledge of Artists</u>	-Illustrators use drawn lines to show how characters feel		-Some artists create art to make people aware of good and bad things happening in the world around them -Art can be figurative or abstract -Artists try out different combinations of collage materials to create the effect they want		-Art can be figurative or abstract	
	<u>Evaluating & Analysing</u>	-People use art to tell stories -People make art for fun -People make art to help others understand something		-People use art to tell stories -People make art about things that are important to them -People make art to share their feelings -People make art to help others understand something		-People use art to tell stories -People make art about things that are important to them -People make art to share their feelings -People make art to explore an idea in different ways	
<u>Vocabulary</u>	blending charcoal concertina cross-hatching emoji/emotion expression frame hatching illustrations illustrator	lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin	collage composition detail mixing overlap	primary colour secondary colour surface texture	casting ceramic cut detail flatten glaze impressing join pinch pot plaster	roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot	

Yr 3		<u>Drawing</u> <u>Growing Artists</u>	<u>Painting and Mixed Media</u> <u>Prehistoric Painting</u>	<u>Sculpture & 3D</u> <u>Abstract Shape and Space</u>
<u>Key Skills</u>	<u>Generating Ideas</u>	-Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process		
	<u>Using Sketchbooks</u>	-Use sketchbooks for a wider range of purposes, for example recording things using drawings and annotations, planning and taking next steps in a making process		
	<u>Making Skills</u>	-Confidently use of a range of materials and tools, selecting and using these appropriately with more independence -Use hands and tools confidently to cut, shape and join materials for a purpose -Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion	-Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. -Confidently use a range of materials and tools, selecting and using these appropriately with more independence.	-Confidently use of a range of materials and tools, selecting and using these appropriately with more independence -Use hands and tools confidently to cut, shape and join materials for a purpose
	<u>Knowledge of Artists</u>	-Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence -Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects -Consider how to display artwork, understanding how artists consider their viewers and the impact on them		
	<u>Evaluating and Analysing</u>	-Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate -Confidently explain their ideas and opinions about their own and other's art work, with an understanding of the breadth of what art can be and that there are many ways to make art		
<u>Key Knowledge</u>	<u>Making Skills</u>	-How to use shapes identified within in objects as a method to draw -How to create tone by shading -How to achieve even tones when shading -How to make texture rubbings -How to create art from textured paper -How to hold and use a pencil to shade. How to tear and shape paper -How to use paper shapes to create a drawing -How to use drawing tools to take a rubbing -How to make careful observations to accurately draw an object -How to create abstract compositions to draw more expressively	-How to use simple shapes to scale up a drawing to make it bigger -How to make a cave wall surface -How to paint on a rough surface. -How to make a negative and positive image -How to create a textured background using charcoal and chalk. -How to use natural objects to make tools to paint with -How to make natural paints using natural materials -How to create different textures using different parts of a brush -How to use colour mixing to make natural colours	-How to join 2D shapes to make a 3D form -How to join larger pieces of materials, exploring what gives 3D shapes stability -How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea -How to identify and draw negative spaces -How to plan a sculpture by drawing -How to choose materials to scale up an idea -How to create different joins in card eg. slot, tabs, wrapping -How to add surface detail to a sculpture using colour or texture -Display sculpture.
	<u>Colour</u>		-Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	-Using light and dark colours next to each other creates contrast
	<u>Form</u>	-Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).		-Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) -Organic forms can be abstract

	<u>Shape</u>		-Negative shapes show the space around and between objects		-Negative shapes show the space around and between objects -Artists can focus on shapes when making abstract art	
	<u>Line</u>	-Using different tools or using the same tool in different ways can create different types of lines	-Using different tools or using the same tool in different ways can create different types of lines			
	<u>Pattern</u>	-Surface rubbings can be used to add or make patterns				
	<u>Texture</u>	-Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured	-Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured			
	<u>Tone</u>	-'Tone' in art means 'light and dark' -Shading helps make drawn objects look realistic -Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps -Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling				
	<u>Knowledge of Artists</u>	-Artists experiment with different tools and materials to create texture -Artists can work in more than one medium	-Art from the past can give us clues about what it was like to live at that time -Artists have different materials available to them depending on when they live in history -Artists can make their own tools -Artists experiment with different tools and materials to create texture -Artists make decisions about how their work will be displayed		-Artists make decisions about how their work will be displayed	
	<u>Evaluating & Analysing</u>	-People use art to help explain or teach things -People make art to explore big ideas, like death or nature	-Artists make art in more than one way -People use art to tell stories and communicate -People use art to help explain or teach things -One artwork can have several meanings		-Artists make art in more than one way -There are no rules about what art must be -Art can be purely decorative, or it can have a purpose -People use art to tell stories and communicate -People make art for fun and to make the world a nicer place to be	
<u>Vocabulary</u>	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric	gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth	charcoal composition negative image pigment positive image prehistoric	proportion scaled up sketch smudging texture tone	abstract found objects negative space positive space	sculptor sculpture structure three-dimensional

Yr 4		<u>Drawing</u> <u>Power prints</u>	<u>Painting and Mixed Media</u> <u>Light and Dark</u>	<u>Sculpture & 3D</u> <u>Mega Materials</u>
<u>Key Skills</u>	<u>Generating Ideas</u>	-Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome		
	<u>Using Sketchbooks</u>	-Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome		
	<u>Making Skills</u>	-Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style	-Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style	-Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects -Use more complex techniques to shape and join materials, such as carving and modelling wire
	<u>Knowledge of Artists</u>	-Use subject vocabulary confidently to describe and compare creative works -Understand how artists use art to convey messages through the choices they make		
	<u>Evaluating and Analysing</u>	-Use more complex vocabulary when discussing their own and others' art -Discuss art, considering how it can affect the lives of the viewers or users of the piece -Evaluate their work more regularly and independently during the planning and making process		
<u>Key Knowledge</u>	<u>Making Skills</u>	-How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint	-How to mix a tint and a shade by adding black or white -How to use tints and shades of a colour to create a 3D effect when painting -How to apply paint using different techniques e.g. stippling, dabbing, washing -How to choose suitable painting tools -How to arrange objects to create a still-life composition -How to plan a painting by drawing first -How to organise painting equipment independently, making choices about tools and materials	-How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire -How to use their arm to draw 3D objects on a large scale -How to sculpt soap from a drawn design -How to smooth the surface of soap using water when carving -How to join wire to make shapes by twisting and looping pieces together -How to create a neat line in the wire by cutting and twisting the end onto the main piece -How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork -How to try out different ways to display a 3D piece and choose the most effective
	<u>Colour</u>		-Adding black to a colour creates a shade -Adding white to a colour creates a tint	

	<u>Form</u>			-Using lighter and darker tints and shades of a colour can create a 3D effect	-Simple 3D forms can be made by creating layers, by folding and rolling materials	
	<u>Shape</u>	-How to use basic shapes to form more complex shapes and patterns				
	<u>Line</u>	-Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing				
	<u>Pattern</u>	-Patterns can be irregular and change in ways you wouldn't expect				
	<u>Texture</u>			-Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface		
	<u>Tone</u>			-Using lighter and darker tints and shades of a colour can create a 3D effect -Tone can be used to create contrast in an artwork		
	<u>Knowledge of Artists</u>	-Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate			-Art can communicate powerful statements about right and wrong -Artists can choose particular materials to communicate a message	
	<u>Evaluating & Analysing</u>	-Artists evaluate what they make, and talking about art is one way to do this		-Artists make choices about what, how and where they create art -Artworks can fit more than one genre -Art is influenced by the time and place it was made, and this affects how people interpret it -Artists may hide messages or meaning in their work	-Artists make choices about what, how and where they create art -Art can be all different sizes -Art can be displayed inside or outside -Art is interpreted differently depending on how it is displayed -Artists make work to explore right and wrong and to communicate their own beliefs -Art is influenced by the time and place it was made, and this affects how people interpret it -Artists may hide messages or meaning in their work	
<u>Vocabulary</u>	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media	monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist	abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned	pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid	abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry	sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding

Yr 5		<u>Drawing</u> <u>I Need Space</u>	<u>Painting and Mixed Media</u> <u>Portraits</u>	<u>Sculpture & 3D</u> <u>Interactive Installation</u>
<u>Key Skills</u>	<u>Generating Ideas</u>	- Develop ideas more independently from their own research -Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome		
	<u>Using Sketchbooks</u>	-Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently		
	<u>Making Skills</u>	-Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Combine a wider range of media, e.g. photography and digital art effects. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form	-Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. -Combine a wider range of media, e.g. photography and digital art effects. -Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form	-Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists
	<u>Knowledge of Artists</u>	-Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work -Consider what choices can be made in their own work to impact their viewer -Discuss how artists create work with the intent to create an impact on the viewer.		
	<u>Evaluating and Analysing</u>	-Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved -Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work -Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas		
<u>Key Knowledge</u>	<u>Making Skills</u>	-Know what print effects different materials make -How to analyse an image that considers impact, audience and purpose -How to draw the same image in different ways with different materials and techniques -How to make a collagraph plate -How to make a collagraph print. How to develop drawn ideas for a print -How to combine techniques to create a final composition -How to decide what materials and tools to use based on experience and knowledge	-How to develop a drawing into a painting -How to create a drawing using text as lines and tone -How to experiment with materials and create different backgrounds to draw onto -How to use a photograph as a starting point for a mixed-media artwork -How to take an interesting portrait photograph, exploring different angles -How to adapt an image to create a new one -How to combine materials to create an effect -How to choose colours to represent an idea or atmosphere -How to develop a final composition from sketchbook ideas	-How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials -How to try out ideas on a small scale to assess their effect -How to use everyday objects to form a sculpture -How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. -How to try out ideas for making a sculpture interactive -How to plan an installation proposal, making choices about light, sound and display
	<u>Colour</u>		-Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours	
	<u>Form</u>			-An art installation is often a room or environment in which the viewer 'experiences' the art all around them -The size and scale of three-dimensional artwork change the effect of the piece

	Shape	-Shapes can be used to place the key elements in a composition				
	Line	-Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing				
	Pattern			-Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures		
	Texture	-How to create texture on different materials				
	Tone			-Tone can help show the foreground and background in an artwork		
	Knowledge of Artists	-Artists are influenced by what is going on around them; for example, culture, politics and technology -Artists 'borrow' ideas and imagery from other times and cultures to create new artworks -Artists can choose their medium to create a particular effect on the viewer -Artists can combine materials; for example, digital imagery, with paint or print		-Artists are influenced by what is going on around them; for example, culture, politics and technology -Artists use self-portraits to represent important things about themselves -Artists can choose their medium to create a particular effect on the viewer -Artists can combine materials; for example, digital imagery, with paint or print	-Artists are influenced by what is going on around them; for example, culture, politics and technology -How an artwork is interpreted will depend on the life experiences of the person looking at it -Artists create works that make us question our beliefs -Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses	
	Evaluating & Analysing	-People make art to fit in with popular ideas or fashions -People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online -Talking about plans for artwork, or evaluating finished work, can help improve what artists create		-People make art to portray ideas about identity -Talking about plans for artwork, or evaluating finished work, can help improve what artists create -Comparing artworks can help people understand them better	-Sometimes people disagree about whether something can be called 'art' -Art doesn't always last for a long time; it can be temporary -People make art to express emotion -People make art to encourage others to question their ideas or beliefs -People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online -Some artists become well-known or famous, and people tend to talk more about their work because it is familiar -Talking about plans for artwork, or evaluating finished work, can help improve what artists create -Comparing artworks can help people understand them better	
Vocabulary	cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery	printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify	mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art	interact / interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional

Yr 6		<u>Drawing</u> <i>Make My Voice Heard</i>	<u>Painting and Mixed Media</u> <i>Artist Study</i>	<u>Sculpture & 3D</u> <i>Making Memories</i>
<u>Key Skills</u>	<u>Generating Ideas</u>	-Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes		
	<u>Using Sketchbooks</u>	-Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks		
	<u>Making Skills</u>	-Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently -Combine materials and techniques appropriate to fit with ideas -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art	-Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently -Combine materials and techniques appropriate to fit with ideas -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art	-Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently -Combine materials and techniques appropriate to fit with ideas -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art
	<u>Knowledge of Artists</u>	-Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work -Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces -Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries		
	<u>Evaluating and Analysing</u>	-Give reasoned evaluations of their own and others work which takes account of context and intention -Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work -Discuss how art is sometimes used to communicate social, political, or environmental views -Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way -Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract Art can represent abstract concepts, like memories and experiences -Sometimes people make art to create reactions -People use art as a means to reflect on their unique characteristics		
<u>Key Knowledge</u>	<u>Making Skills</u>	-Know gestural and expressive ways to make marks -Know the effects different materials make -Know the effects created when drawing on different surfaces -How to use symbolism as a way to create imagery -How to combine imagery into unique compositions -How to achieve the tonal technique called chiaroscuro -How to make handmade tools to draw with -How to use charcoal to create chiaroscuro effects	-How to use sketchbooks to research and present information -How to develop ideas into a plan for a final piece -How to make a personal response to the artwork of another artist -How to use different methods to analyse artwork such as drama, discussion and questioning	-How to translate a 2D image into a 3D form -How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping) -How to manipulate cardboard to create different textures -How to make a cardboard relief sculpture -How to make visual notes to generate ideas for a final piece -How to translate ideas into sculptural forms
	<u>Colour</u>	-A 'monochromatic' artwork uses tints and shades of just one colour -Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration	-Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration	-Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration
	<u>Form</u>	-The surface textures created by different materials can help suggest form in two-dimensional art work.		-The surface textures created by different materials can help suggest form in two-dimensional art work

	<u>Shape</u>	-How an understanding of shape and space can support creating effective composition		-How an understanding of shape and space can support creating effective composition		
	<u>Line</u>	-How line is used beyond drawing and can be applied to other art forms		-How line is used beyond drawing and can be applied to other art forms		
	<u>Pattern</u>			-Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition		
	<u>Texture</u>			-Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture		
	<u>Tone</u>	-That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images				
	<u>Knowledge of Artists</u>	-Artists can use symbols in their artwork to convey meaning -Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work -Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new -Art can be a form of protest -Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time -Art sometimes creates difficult feelings when we look at it -Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting		-Artists can use symbols in their artwork to convey meaning -Art can be a form of protest -Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time -Art sometimes creates difficult feelings when we look at it -Artists can use materials to respond to a feeling or idea in an abstract way		
	<u>Evaluating & Analysing</u>	-Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract -Art can represent abstract concepts, like memories and experiences -Sometimes people make art to express their views and opinions, which can be political or topical -Sometimes people make art to create reactions -People use art as a means to reflect on their unique characteristics -People can have varying ideas about the value of art -Art can be analysed and interpreted in lots of ways and can be different for everyone -Everyone has a unique way of experiencing art		-Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract -Art can represent abstract concepts, like memories and experiences -Sometimes people make art to express their views and opinions, which can be political or topical -People can have varying ideas about the value of art -Art can be analysed and interpreted in lots of ways and can be different for everyone -Everyone has a unique way of experiencing art		
<u>Vocabulary</u>	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact	interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tone / tonal	abstract analyse artist compose compositions convey evaluation inference interpret justify	meaning medium mixed media narrative respond tableau technique thought-provoking translate	assemblage attribute collection composition embedded expression identity juxtaposition literal	manipulate originality pitfall relief representation sculpture self symbolic tradition

<u>Key Knowledge</u> (including formal elements of colour, form, shape, line, pattern, texture, tone)							
	<u>Colour</u>	<u>Form</u>	<u>Shape</u>	<u>Line</u>	<u>Pattern</u>	<u>Texture</u>	<u>Tone</u>
<u>Yr 1</u>	-Know that the primary colours are red, yellow and blue -Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple	-Know that paper can change from 2D to 3D by folding, rolling and scrunching it -Know that three dimensional art is called sculpture	-Know a range of 2D shapes and confidently draw these -Know that paper can be shaped by cutting and folding it	-Know that drawing tools can be used in a variety of ways to create different lines -Know that lines can represent movement in drawings	-Know that a pattern is a design in which shapes, colours or lines are repeated	-Know that texture means what something feels like -Know that different marks can be used to represent the texture of objects -Know that different drawing tools make different marks	-Know that there are many different shades (or 'hues') of the same colour -Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced
<u>Yr 2</u>	-Know that different amounts of paint and water can be used to mix hues of secondary colours -Know that colours can be mixed to 'match' real life objects or to create things from your imagination	-Know that composition' means how things are arranged on the page -Know that pieces of clay can be joined using the 'scratch and slip' technique -Know that a clay surface can be decorated by pressing into it or by joining pieces on	-Know that collage materials can be shaped to represent shapes in an image -Know that patterns can be made using shapes	-Know that lines can be used to fill shapes, to make outlines and to add detail or pattern	-Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns -Know that patterns can be used to add detail to an artwork	-Know that collage materials can be chosen to represent real-life textures -Know that collage materials can be overlapped and overlaid to add texture -Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture -Know that painting tools can create varied textures in paint	--Different amounts of paint and water can be used to mix hues of secondary colours
<u>Yr 3</u>	-Know that using light and dark colours next to each other creates contrast -Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	-Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) -Know that organic forms can be abstract	-Know that negative shapes show the space around and between objects -Know that artists can focus on shapes when making abstract art	-Know that different drawing tools can create different types of lines	-Surface rubbings can be used to add or make patterns	-Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured	- 'Tone' in art means 'light and dark' -Shading helps make drawn objects look realistic -Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps -Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling

<u>Key Knowledge</u> (including formal elements of colour, form, shape, line, pattern, texture, tone)							
	<u>Colour</u>	<u>Form</u>	<u>Shape</u>	<u>Line</u>	<u>Pattern</u>	<u>Texture</u>	<u>Tone</u>
<u>Yr 4</u>	-Know that adding black to a colour creates a shade -Know that adding white to a colour creates a tint	-Know that using lighter and darker tints and shades of a colour can create a 3D effect -Know that simple 3D forms can be made by creating layers, by folding and rolling materials	-Know how to use basic shapes to form more complex shapes and patterns	-Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing	-Know that patterns can be irregular, and change in ways you wouldn't expect	-Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface	-Know that using lighter and darker tints and shades of a colour can create a 3D effect -Know that tone can be used to create contrast in an artwork
<u>Yr 5</u>	-Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours	-Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them -Know that the size and scale of three-dimensional art work changes the effect of the piece	- Shapes can be used to place the key elements in a composition	-Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing	-Know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures	-Know how to create texture on different materials	-Know that tone can help show the foreground and background in an artwork
<u>Yr 6</u>	-Know that a 'monochromatic' artwork uses tints and shades of just one colour -Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration	-Know that the surface textures created by different materials can help suggest form in two-dimensional art work	-Know how an understanding of shape and space can support creating effective composition	-Know how line is used beyond drawing and can be applied to other art forms	-Know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition	-Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture	-Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

	<u>Artists and Designers</u>
<u>EYFS</u>	Frida Kahlo (1907 - 1954) Mexican artist Henri Matisse (1869 - 1954) French visual artist Vincent Van Gogh (1853 - 1890) Dutch Post-Impressionist painter
<u>Year 1</u>	Clarice Cliff (1899 - 1972) English ceramics artist - Painting and Mixed Media Bridget Riley (1931 -) English op art painter - Drawing Zaria Forman (1982 -) American pastel drawings artist - Drawing Jasper Johns (1930 -) American painter, sculptor and printmaker - Painting and Mixed Media Samantha Stevenson (1987 -) Australian sculptor - Sculpture & 3D Marco Balich (1962 -) Italian artistic director (inc. Director of the Italian Pavilion at the 2015 Milan Expo) - Sculpture & 3D
<u>Year 2</u>	Kathy Jeffers (1954 -) American potter - Sculpture and 3D Quentin Blake (1932 -) English illustrator - Drawing Romare Bearden (1911 - 1988) American artist - Painting and Mixed Media
<u>Year 3</u>	Prehistoric Art - Painting and Mixed Media Clara Peeters (active 1607 - 1621) Flemish still life painter Audrey Flack (1931 -) American artist - Painting and Mixed Media Georgia O'Keeffe (1887 - 1986) American modernist artist - Drawing Max Ernst (1891 - 1976) German painter and sculptor - Drawing Maud Purdy (1874 - 1965) American botanical artist - Drawing Anthony Caro (1924 - 2013) English sculptor - ** Ruth Asawa (1926 - 2013) American modernist sculptor - **
<u>Year 4</u>	Paul Cezanne (1839 - 1906) French post-impressionist painter - ** Sokari Douglas Camp (1958 -) Nigerian-English sculptor - ** Bonita Ely (1946 -) Australian environmental artist - ** Ed Ruscha (1937 -) American pop art artist - Drawing Henri Matisse (1869 - 1954) French visual artist - ** Henry Moore (1898 - 1986) English sculptor - ** Sir Joseph Swan (1828 - 1914) inventor of the incandescent light bulb / Thomas Edison (1847 - 1931) - inventor of the electric lightbulb - DT - Torches
<u>Year 5</u>	Ties Albers - (1982 -) Dutch Mixed Media artist - Drawing Chila Kunari Singh Burman (1957 -) British Punjabi artist - ** Vincent Van Gogh (1853 - 1890) Dutch Post-Impressionist painter - ** Cai Guo-Qiang (1957 -) Chinese pyrotechnical artist - Sculpture and 3D
<u>Year 6</u>	Paula Rego (1935 - 1922) Portuguese/British visual artist - Painting and Mixed Media Fiona Rae (1963 -) Contemporary British Artist - Painting and Mixed Media David Hockney (1937 -) English painter - contributor to the pop art movement Dan Fenelon - (present day) - US tribal pop artist - Drawing Pablo Picasso (1881 - 1973) Spanish painter ** Louise Nevelson (1899 - 1988) American sculptor - Sculpture & 3D

SEND - adaptation

- preteaching
- smaller steps
- adapted evaluations
- fine motor interventions
- scaffolded tasks
- vocabulary lists
- echo reading
- regular retrieval practice
- guided support
- modelling
- collaboration/flexible groupings
- adapted resources e.g triangulated pencils
- Frayer model template / task plans

Assessment

- verbal feedback from teacher to pupil
- x6 verbal feedback post-its from various children across class at end of unit
- Children to look back at learning journey and discuss how they have met each LF
- Use of knowledge organisers (if/when necessary)
- Coordinator to meet regularly through pupil parliament and identify gaps in learning - adapt planning, training and delivery to fill these

Substantive and Disciplinary Knowledge in Art and Design and Technology

Substantive knowledge is the sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed. In Art, it is the knowledge of great artists, their style and period of art (what students need to know - artist paint, mediums, rotation, tone shade etc). In DT it is organised into the four disciplines of designing, making, evaluating and technical knowledge.

Disciplinary knowledge is the way in which we learn. In Art we learn through the interpretation of elements, how they can be used and combined and through the critical evaluation of artists work. In DT, we learn through researching, designing, making and evaluating products.