



## ART AND DT

Art and DT are foundation subjects and are both an important part of building our children's ability to develop their individual creativity, express their ideas, and to work both individually and collaboratively with others. Each year group plans Art and DT lessons using resources from Access Art, which aim to ensure that children are able to develop key skills using specific media. The Access Art curriculum ensures that children cover all of the necessary skills outlined in the DT and Art National Curriculums. Children are taught to work with and progress in skills using drawing, colour, paint, clay, textiles, collage, printing, sculpture and design. We aim to encourage confidence when approaching creative work and use sketch books from Years 1 to 6 to support exploration. The sketch book ethos is to create a safe place to invent, learn and try out ideas. Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited. Children are encouraged to evaluate, discuss and decide on the next step. Art and DT provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and produce individual works of art. As pupils progress, they are encouraged to think critically and develop a more rigorous understanding of different media. Children are taught to develop, review and discuss their works, those of their peers and those of artists both from the past and present.

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts. In addition, each year group will incorporate units on food and cooking. Children learn to build and apply a repertoire of knowledge and careful evaluation and discussion of works helps to ensure all designs are valued and learned from.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Programme of Study and Early Learning Goal</b>	<p><b>EYFS Statutory Educational Programme:</b> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
<b>Nursery provision</b>	<ul style="list-style-type: none"> <li>- Messy play</li> <li>- Malleables (clay, playdough etc)</li> <li>- Printing - rollers and stampers</li> <li>- Free access to mixing palettes, paints, brushes, art resources to create</li> <li>- Drawing materials - crayons and pencils</li> <li>- Collage - paper, fabrics etc scissors and glue</li> <li>- Junk modelling - joining and assembling with boxes, tubes and tape.</li> <li>- Freely explore colour mixing - eg. provide only blue and yellow paint, what happens?</li> </ul> <p><b>- Exhibiting and sharing their creations. Celebrating the process, their self-expression and responses.</b></p>					
<b>YR Art topics and projects</b>	<p><b>MARVELLOUS ME</b></p> <ul style="list-style-type: none"> <li>-Draw a self-portrait, using mirrors to draw what you see.</li> <li>-Assess drawing skills - family drawing</li> <li>-Transient art- make a face/body using different materials</li> </ul>	<p><b>LET’S CELEBRATE</b></p> <ul style="list-style-type: none"> <li>-Leaf rubbings</li> <li>-Autumn treasures printing into clay etc.</li> <li>-Make a firework picture using transient art</li> <li>-Drawing pictures of celebrations - Use</li> </ul>	<p><b>ON THE MOVE</b></p> <ul style="list-style-type: none"> <li>-Drawing vehicles</li> <li>-Design and make a vehicle</li> <li>-Wonderful Wheels – patterns they make, their unique features, how they move etc.</li> </ul>	<p><b>THE GRUFFALO/STORY TELLING</b></p> <ul style="list-style-type: none"> <li>-Make habitats using junk modelling</li> <li>-Design Habitats using loose parts</li> </ul>	<p><b>IN MY LITTLE GARDEN</b></p> <ul style="list-style-type: none"> <li>- Using mixed media to make a plant.</li> <li>-Using mixed media to make a class beanstalk. : Paint a plant / flower - label the parts.</li> <li>-Close observational drawings/paintings of plants, - leaves, flowers, fruit and vegetable</li> </ul>	<p><b>MINIBEASTS</b></p> <ul style="list-style-type: none"> <li>-Draw and paint minibeast</li> <li>-Use clay to make minibeasts</li> <li>-Make a bug habitat</li> <li>-Make costumes for bug ball</li> <li>-‘The Very Hungry Caterpillar’ and any other text by Eric Carle</li> <li>Eric Carle - illustration/collage</li> </ul>

	<ul style="list-style-type: none"> <li>-Learning to use watercolours</li> <li>-Building, mending and constructing using junk modelling</li> <li>-Express ideas and feelings - link to colour using 'The Colour Monster'</li> </ul>	chalk to draw a firework picture Jackson Pollock - 'Fireworks' Colour mixing - Focus on a colour each week starting with primary colours leading to mixing autumn colour. -Mix it Up Herve Tullet -Exploring Clay - making a diva lamp	-Painting circles - focus on Kandinsky's 'Concentric Circles' -Chinese New Year - mixture of musical and creative opportunities. - Chinese traditional painting and ink drawing.	-Colour mixing - Spring greens and pinks -Daffodil and blossom paintings Vincent Van Gogh, Almond Blossom, 1890 Damien Hirst, Renewal Blossom, 2018 -Vase with a design of birds on a blossoming cherry tree by Namikawa Yasuyuki -Collage and painting	<b>Cezanne - Still Life</b>	-Matisse - explore spirals, collage snail Book - Snail Trail - A Journey Through Modern Art -Matisse's Magical Trail - Tim Hopgood and Sam Boughton
<b>Art Skills to focus on</b>	<b>General:</b> -independently using creative area - create collaboratively - share ideas - review work and improve					
	<b>Drawing</b> - Enjoy using a variety of media  <b>Painting</b> - Enjoy using a variety of tools including different sized brushes.  <b>Printing</b> - Develop simple patterns by using objects to print  <b>Sculpture</b> - Enjoy a range of malleable media including clay and play/salt dough	<b>Drawing</b> - Draw on different surfaces and coloured paper.  <b>Painting</b> - Recognise and name the primary colours being used. Mix colours and match to different objects.  <b>Printing</b> - Enjoy taking rubbings.	<b>Drawing</b> - Produce lines of different thickness and tone using a pencil.  <b>Painting</b> - Enjoy using a variety of tools including different sized brushes and tools.  <b>Printing</b> - Create simple pictures by printing objects.  <b>Sculpture</b> - Build a construction/sculpture	<b>Drawing</b> - Produce lines of different thickness and tone using a pencil.  <b>Painting</b> - Recognise and name the primary colours being used. Mix colours and match to different objects.	<b>Drawing</b> - start to produce different patterns and textures  <b>Painting</b> - explore working with paint on different surfaces and in different ways  <b>Printing</b> - Enjoy using stencils to create a picture  <b>Sculpture</b> - cut shapes using scissors and other modelling tools	<b>Drawing</b> - Start to produce different patterns and textures from observations, imagination and illustrations.  <b>Painting</b> - explore working with paint on different surfaces and in different ways  <b>Printing</b> - Enjoy using stencils to create a picture  <b>Sculpture</b> - Build a construction/sculpture

		<b>Sculpture</b> - impress and apply simple decoration		<b>Printing</b> - Develop simple patterns by using objects  <b>Sculpture</b> - cut shapes using scissors/ other modelling tools		
<b>Suggested artists</b>	Van Gogh - self-portraits	Jackson Pollock - Fireworks	Da Vinci - vehicle design  Kandinsky - Circles	Spring flowers -  Van Gogh, Damien Hurst, Traditional Chinese artwork	Cezanne - still life	Eric Carle - illustration/collage  Matisse - The Snail
<b><u>YR DT projects</u></b>	<p><b><u>Model making:</u></b> Expressive Arts and Design - Make models using a range of junk materials. - Choose and select materials. - Adapt, improve and mend models.</p> <p>Exploring musical instruments Expressive Arts and Design - Explore a range of musical instruments. - Understand how to use and handle different instruments.</p> <p>ICT activities Understanding the World - Use IWB, ipads, printer, CD player.</p>	<p><b><u>Scissor skills:</u></b>  Physical Development - Use tools and equipment in the classroom. - Gain an understanding about how to use equipment and tools safely.</p>	<p><b><u>Vehicle making</u></b>  Expressive Arts and Design -Explore real life examples of vehicles (hook). -Look closely at the different parts and mechanisms in each vehicle. -Draw vehicle designs using the Paint programme. -Make model egcles using a range of different materials.  -Think about how to attach and put materials together.</p>	<p><b><u>Habitat making:</u></b>  Expressive Arts and Design - Design animal habitats using simple drawings. - Create and make animal habitats using a range of materials (junk modelling). - Select and choose appropriate materials. - Think about how to put materials together to create habitat. - Discuss what we like about our habitat models.</p>	<p><b><u>Planting sessions and trip to allotments:</u></b>  Understanding the World - First-hand experience of planting, gardening and growing. - Understand what a plant needs to grow. - Discuss different foods and where they come from. - Develop an understanding about where our food comes from and seasonality.</p> <p><b><u>Beanstalk making:</u></b>  Expressive Arts and Design - Create a class beanstalk using mixed media. - Select from a range of different materials.</p>	<p><b><u>Clay minibeasts:</u></b> Expressive Arts and Design  - Use clay to make minibeast models. - Learn how to handle clay and explore different techniques (e.g. shaping, moulding, smoothing). - Finish minibeasts with extra details. - Discuss what we like about our habitat models.</p> <p><b><u>Costume making:</u></b> Expressive Arts and Design - Make costumes for the bug ball. - Use and select different materials and textiles.</p>

	<p>- Gain an understanding into different technologies and mechanisms.</p>		<p>-Discuss what we like about our model vehicles.</p> <p>Exploring ICT equipment: Understanding the World</p> <p>-Explore different technologies and mechanisms through role play.</p>	<p><b><u>Cooking (Gruffalo crumble):</u></b> Health and Self Care</p> <ul style="list-style-type: none"> <li>- Discuss healthy food choices and balanced diet.</li> <li>- Discuss where different foods come from.</li> </ul> <p><b><u>Beebots:</u></b> Understanding the World - Carry out simple programming tasks using Beebots.</p> <ul style="list-style-type: none"> <li>- Gain an understanding about programming and technology.</li> </ul>	<p><b><u>Healthy choices:</u></b> PSED/ KUW</p> <ul style="list-style-type: none"> <li>- Discuss healthy food choices and balanced diet.</li> <li>- Discuss where different foods come from.</li> </ul>	
<b>DT through continuous provision</b>	<ul style="list-style-type: none"> <li>- Boxes/tubes/tubs etc to make models</li> <li>- scissors , glue sticks, tape and string for joining and assembling</li> <li>- Enhancement of provision with items such as art straws/split pins etc</li> <li>- Malleable materials such as clay and playdough with moulding, mixing and shaping tools</li> <li>- Messy play and cooking opportunities</li> <li>- Block play and other construction toys such as Duplo, lego and mobilo</li> <li>- Large loose parts construction outside</li> <li>- Old ICT equipment eg. keyboards and phones for exploration of technology</li> <li>- Access to IWB, iPads, beebots, camera's and cd player</li> <li>- Gardening - digging, planting and growing opportunities</li> </ul>					
<b>Early Learning Goals- End of Reception</b>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>					

<b>KSI National Curriculum statements</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					
<b>Year 1 - topic and projects</b>	<p><b>SPIRALS (ART FOCUS)</b> Explore mark-making and experimenting with how they can use the marks they make in their drawings.</p> <p>Introduced to the fact that they can make drawings as a result of observation, without a seen subject matter (e.g. from action or imagination). The focus of the exploration is around spiral which lends itself to conversations around growth, movement and structure.</p>	<p><b>SIMPLE PRINTMAKING (ART FOCUS)</b> Explore the concept of 'print'. Children will use their own bodies and things they collect to create a variety of prints. They will use their hands and feet to make prints and take rubbings of textures from the environment around them. They will create impressions in plasticine and printing foam. They explore how they can build images by creating multiples, line, shape, colour and textures to explore pattern, sequencing and symmetry.</p>	<p><b>TOYS THROUGH TIME AND PLAYFUL MAKING (DT FOCUS)</b></p> <p>Sketching toys (using Andy Warhol's Toy series) - explore using different media, such as pencils and pastels.</p> <p>Making their own puppets using sewing skills.</p> <p>Making their own 3D sculptures using a range of materials and tools (including exploring their bodies as tools).</p>	<p><b>EXPLORING WATERCOLOUR (ART FOCUS)</b> Explore the use of watercolour. Using an open and exploratory approach, children will discover what watercolour can do, how it acts and how they can 'control' it. They will use watercolour to help reveal the 'story' of the painting.</p>	<p><b>FLORA AND FAUNA (ART FOCUS) AND CLAY CATS (DT FOCUS)</b> Explore how artists can use flora and fauna to inspire their work. Children will engage in close looking as a way to build drawing skills and will experiment with new material. They will practise their cutting and collage skills to explore shape and colour. They will work collaboratively on a shared piece of art work.</p> <p>Clay Cats - children make studies of cats developing drawing techniques. Design own cat. Clay exercises to develop clay skills and the modelling own clay cat. Use tools for embellishment.</p>	<p><b>MAKING BIRDS (DT FOCUS)</b></p> <p>Explore sculpture. Children will understand how exploration starts with careful looking and drawings. Children will take risks by using experimental mark-making with different media. Children will then explore how they can manipulate their drawings to make 3D forms. Paper can be twisted, folded or crumpled to become 3d and add a simple structure. The class birds can be brought together to make a 'flock' installation.</p>
<b>Skills to focus on</b>	<b>Drawing</b> - Experiment with a variety of media. Begin to control the types of marks made with the range of	<b>Printing</b> - Demonstrate experience with impressed printing:	<b>Textiles</b> - Use more than one type of stitch. Explain how to thread a needle and have a go.	<b>Painting</b> - Explore with a variety of media; different brush sizes and tools.	<b>Sculpture</b> - Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Experiment with a	<b>Drawing</b> - observational drawings. Produce an expanded range of patterns and textures.

	<p>Media. Draw on different surfaces. observational drawings and continuous line drawings. Start to record simple media explorations in a sketchbook. Develop a range of tone using a pencil and explore techniques like: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p><b>Painting</b> - Begin to control different types of marks made with the range of media. Paint on different surface with a range of media.</p>	<p>drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing relief: sting and card. Begin to identify forms of printing: books, poster pictures, fabrics. Explore printing simple pictures with a range of hard and soft materials e.g. cord, pen, barrels, sponge.</p> <p><b>Drawing</b> - Investigate textures by describing, naming, rubbing and copying.</p>	<p>Have experience in weaving and understand the process and some techniques.</p> <p><b>Design (DT)</b>- Have my own ideas. Explain what I want my product to do and how it will work. Use pictures and words to plan and begin to use models. Research similar products.</p> <p><b>Make (DT)</b>- Explain what I am making and why, considering my next steps. Select tools and equipment to cut, join and finish, and explain my choices. Measure, mark out, cut and shape with support.</p> <p><b>Evaluate (DT)</b>- talk about existing products, consider their use, materials, how they work, their audience and where they might be used.</p> <p><b>Technical Knowledge (DT)</b>- Begin to measure and join materials, with some support. Describe differences in materials.</p>	<p>Explore lightening and darkening pain without the use of black or white. Start to mix a range of secondary colours, moving towards predicting resulting colours. Start to record simple media explorations in a sketchbook.</p> <p><b>Textiles</b> - Having experience in colouring textiles: printing, fabric crayons.</p>	<p>variety of malleable media such as clay or salt dough. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p><b>Textile</b> - Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.</p> <p><b>Design (DT)</b>- Use pictures and words to plan and begin to use models. Design a product myself following design criteria.</p> <p><b>Make (DT)</b>- Explain what I am making and why, considering next steps. Select tools and equipment to cut, join and finish, and explain choices. Try to use finishing techniques to make my product look good. Work in a safe manner.</p> <p><b>Evaluate (DT)</b>- Talk about things other people have made and how products could be made even better.</p> <p><b>Technical Knowledge (DT)</b>- Select, measure, cut and join</p>	<p><b>Sculpture</b> - Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way. Use tools and equipment safely and in the correct way.</p> <p><b>Design (DT)</b>- Use pictures and words to plan and begin to use models. .</p> <p><b>Make (DT)</b>- Measure, mark out, cut, join and finish, and explain my choices. Measure, mark out, cut and shape with support.</p> <p><b>Evaluate (DT)</b>- Talk about my work linking it to what I was asked to do. Talk about the materials used and how the product could be made even better.</p> <p><b>Technical Knowledge (DT)</b>- Explore how things can be made stronger, stiffer and more stable.</p>
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			Suggest ways to make the product stronger or more stable.		different materials to make a product with some support.	
<b>Suggested artists</b>	Molly Hasland: Outdoor Circles.		Henri Rousseau - rainforests/animals	Paul Klee Emma Burleigh	Eric Carle, Joseph Redoute, Jan Van Kessel.	Adrea Butler Ernst Haekel Hoang Tien Quyet John James Audubon
<b>Food technology opportunities and skills.</b>	<p><b>Summer 2 term:</b> Children make sandwiches whilst learning about the story Paddington. National curriculum objective: -Using the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>Summer 2 term:</b> Children read Handa's surprise and take part in some food taste testing. National curriculum objective: -Understanding where food comes from.</p>					
<b>Year 2</b>	<p><b>EXPLORE AND DRAW (ART FOCUS)</b></p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. Children are encouraged to develop hand-eye coordination through slow and paced looking. Children are encouraged to nurture a playful exploration of media, a curiosity towards the world around them, and begin to take creative risks.</p>	<p><b>EXPLORING MONOPRINT (ART FOCUS)</b></p> <p>Children will begin by exploring different ways of drawing: one drawing from photographs or film, and two drawing from small, closely observed objects.</p> <p>Children will be encouraged to work on their drawing and mark making skills before going onto monoprinting. They will be introduced to mono print. They will explore artists who</p>	<p><b>BE AN ARCHITECT (DT FOCUS)</b></p> <p>Children will explore architecture. They will; start with an exploration of architects and some of the ways they work, and pupils will then go on to create their own architectural model. They will be encouraged to use their imaginations to make their architectural models to explore how we might design buildings relating to the particular need or stimulus.</p>	<p><b>EXPRESSIVE PAINTING (ART FOCUS)</b></p> <p>Children will be introduced to the idea that they can use paint in an intuitive and exploratory way. They will begin looking at artists who use paint and colour to create exciting abstract work. They will explore primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will explore brush work and focus</p>	<p><b>STICK TRANSFORMATION (DT FOCUS)</b></p> <p>Children are enabled to use their imaginations and transform a familiar object (stick) into new forms. They begin with a simple sculptural warm-up which encourages them to think creatively and laterally about how they can use materials to create small sculptures. Depending on the choice of project, children are the chance to create stick people inspired by Guatemalan Worry Dolls, make a treehouse or make a mask.</p>	<p><b>MUSIC AND ART (ART FOCUS)</b></p> <p>Children will be introduced to the idea that artists often work in partnership and are often inspired by other art forms - in this case, music and visual arts. They will explore how other artists have used sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to be influenced by and capture the expression in music. They will explore making skills to collage or make inventive instruments.</p>



		use monoprint and explore some simple monoprint techniques.		in on details of paintings to understand how they were created. They will go on to draw from a colourful still life. Their sketchbooks will be used throughout to record, experiment and reflect.		
<b>Skills to focus on</b>	<p><b>Drawing</b> - Continue to investigate tone by drawing light/dark lines, patterns and shapes, using a pencil. Name, match and draw lines/marks from observations. Use a sketchbook to plan and develop simple ideas.</p> <p><b>Painting</b> - Continue to experiment to lighten and darken without the use of black or white. Begin to mix colours using watercolour paints. Mix different media to create new effects e.g. watercolour and wax for wax resistance. #</p> <p><b>Printing</b> - Use sketchbooks to plan and develop simple ideas and collect textures, patterns to inform other work.</p>	<p><b>Drawing</b> - Continue to investigate textures and produce an expanding range of patterns. Control types of marks made with the range of media.</p> <p><b>Printing</b> - Continue to explore printing simple pictures with a range of soft and hard materials. Demonstrate experience with impressed printing by drawing into ink. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes to take simple prints.</p>	<p><b>Design (DT)-</b> Explain what I want to do and how I might do it. Explain the purpose of my creation, how it will work and how it will be suitable for the user. Describe design using pictures, words, models and diagrams. Use knowledge and learning (including through ICT) about existing examples to produce ideas.</p> <p><b>Make (DT)-</b> Explain what I am making and how it fits the purpose. Describe which tools I am using and why. Measure, mark out, cut and shape materials and components with support.</p>	<p><b>Drawing:</b> Use sketchbooks to plan and develop simple ideas.</p> <p><b>Painting</b> - Begin to control the types of marks made with a range of painting techniques: e.g. layering, mixing media, and adding textures. Use sketchbooks to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media.</p>	<p><b>Textiles:</b> continue to gain experience in weaving both 3D and flat, e.g. grass through twigs.</p> <p><b>Sculpture:</b> Shape, form, construct and model from observation and imagination. Explore carving as a form of 3D art.</p> <p><b>Design (DT)-</b> Explore and use mechanisms (e.g. wheels, axels, levers, sliders). Have my own ideas and plan what to do next. Explain the purpose of my creation and how it will be suitable for the user. Describe the design using pictures, words, models and diagrams. Choose the best tools and materials and explain choices. Use knowledge and learning (including through ICT) about existing examples to produce ideas.</p>	<p><b>Sculpture:</b> S Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p><b>Drawing:</b> Begin to control the types of marks made with a range of media. Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p><b>Painting</b> - Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones.</p> <p><b>Textiles:</b> Begin to identify different forms of textiles. Match and sort fabrics for colour, texture, length, size and shape. Use a sketchbook to plan and develop simple ideas and make simple informed choices in media.</p>

	<p><b>Medium</b> - Graphite, pens, watercolour, wax resist.</p>	<p>Experiment with overprinting motifs and colour.</p> <p><b>Textiles:</b> Gain experience in applying colour with printing, dipping, fabric crayons.</p>	<p>Choose suitable materials and explain choices depending on circumstances.</p> <p>Work safely and hygienically.</p> <p><b>Evaluate (DT)-</b> Describe what went well, thinking about design criteria. Talk about existing products considering use, materials, how they work, audience, where they might be used and express a personal opinion. Talk about what I would do differently next time.</p> <p><b>Technical knowledge (DT)-</b> build structures, exploring how they can be made stronger, stiffer and more stable. Explore the use of mechanisms (e.g. wheels) in their products. Use joining or folding to make a structure stronger. Measure materials.</p>	<p>Use brush strokes to produce marks appropriate to the work. E.g. small brush strokes for small marks.</p>	<p><b>Make (DT)-</b> Explain what I am making and how it fits the purpose. Use finishing techniques to make the product look good. Join materials and components together in different ways.</p> <p><b>Evaluate (DT)-</b> Explore and evaluate a range of existing products. Describe what went well, thinking about the design criteria. Talk about existing products considering use, materials, how they work, audience, where they might be used and express a personal opinion.</p> <p><b>Technical knowledge (DT)-</b> Measure materials. Describe some different characteristics of materials. Join materials in different ways.</p>	
<b>Suggested artists</b>	Rosie James Alice Fox	Xgaoc'o X'are Leonardo Di Vinci	Hundertwasser,	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne.	Chris Kenny	Wassily Kandinsky  Various projection mapping artists.

			Zaha Hadid,  Heatherwick Studios,			
<b>Food technology opportunities and skills.</b>	<p>Autumn 2 term: Cross curricular links with Science topic. The children plan and create a healthy smoothie. National curriculum links:</p> <ul style="list-style-type: none"> <li>-Identify and understand different food groups, as well as healthy v. unhealthy foods.</li> <li>-Write recipes for healthy smoothies.</li> <li>-Prepare and taste smoothies.</li> </ul> <p>Spring 1 term: Cross curricular link with GFOL topic children make bread:</p> <ul style="list-style-type: none"> <li>- Follow a recipe to make bread rolls.</li> <li>- Taste bread and evaluate the final product.</li> </ul> <p>Spring 2 term: As part of their topic learning, children take part in food tasting during an Indian spice sensory taster:</p> <ul style="list-style-type: none"> <li>- Evaluate, discuss and compare the different tastes.</li> </ul>					
<b>KS1 National Curriculum Objectives</b>	<p>ART:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● about great artists, architects and designers in history</li> </ul> <p>DT:</p>					

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

<p><b>Year 3</b></p>	<p><b>GESTURAL DRAWING WITH CHARCOAL.</b></p> <p>Children will discover how to make drawings that capture a sense of drama or performance using charcoal. Instead of drawings based on observation, they will have the chance to work in more dynamic ways. Children will see drawing as a physical activity by linking it to the whole body.</p>	<p><b>3D SHAPE AND COLOUR</b></p> <p>Children will use close looking and the 'show me what you can see' technique to explore artwork from a particular artist, movement or era. They will explore how they can use shape and colour to simplify elements which will be inspired by the Cut-outs of Henri Matisse. Using collage, then simple printmaking techniques, the children will play with positive and negative shapes and spaces to create meaningful compositions.</p>	<p><b>TELLING STORIES THROUGH DRAWING AND MAKING (DT FOCUS)</b></p> <p>Children will make sculptural equivalents of characters from film and literature. They will begin by looking at the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils will use their own sketchbooks to explore their responses to original stimulus and then go onto develop and make sculptural characters.</p>	<p><b>CLOTH, THREAD AND PAINT (Art focus)</b></p> <p>Children are introduced to Artists that combine paint and sewing, art and craft, to make work. They will explore the use of fabric, paint and thread to make work in response to landscapes. Children will explore sewing - not as a precise technical craft but as an alternative way to make intuitive, textural marks over their painted backgrounds. Sketchbooks will be used as a way for the children to discover their own personal response to landscapes and explore mark making, composition and colour.</p>	<p><b>MAKING ANIMATED DRAWINGS (DT FOCUS)</b></p> <p>Children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists who make drawn animations, the children will create their own simple puppets with moving parts. Pupils will also have the chance to make a background for their puppets. As an extension to the activity, they may go on to make very simple animations using tablets.</p>	<p><b>USING NATURAL MATERIALS TO MAKE IMAGES</b></p> <p>Children will be introduced to Cyanotypes and the work of the first female photographer, Anna Atkins. The children will go on to make their own imagery, choosing one or more methods to make artwork which is rooted in the materials and place in which it was made. The children will have the chance to use digital devices to photograph their work.</p> <p><b><u>Cross curricular (Science): Shadow Puppets.</u></b></p> <p>-Make shadow puppets using templates. Opportunities to explore and experiment with shadow puppets to work out how they work.</p>
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<b>Skills focus</b>	<p><b>Drawing:</b> Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p><b>Drawing:</b> Develop introduce patterns/marks with a variety of media. Create textures and patterns with a wide range of drawing implements.</p> <p><b>Printing:</b> Demonstrate experience in 3 colour printing. Explore the work of a range of artists describing the similarities and differences between practices and disciplines and making links with their own work.</p> <p><b>Printing:</b> Confidently create different effects and textures with paint according to what is needed for the task. Use sketchbooks to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p>	<p><b>Sculpture:</b> Use equipment with confidence. Join two parts successfully. Construct a simple base for extending and modelling other shapes.</p> <p><b>DT Design:</b> Follow a given design criteria. Have at least one idea how to create a product. Create a plan which shows order, equipment and tools. Describe design using an accurately labelled sketch and words. Explain how a product will work. Make a prototype.</p> <p><b>DT Make:</b> Select suitable tools and equipment and begin to use them accurately. Select appropriate materials, fit for purpose. Work through the plan in order. Begin to measure, mark out, cut and shape materials and components with some accuracy.</p>	<p><b>Sculpture:</b> Produce more intricate surface patterns/textures and use them when appropriate.</p> <p><b>Painting:</b> Begin to control the types of marks made with a range of painting techniques. E.g. layering, mixing media, and adding texture.</p> <p><b>Sketchbooks:</b> record their observations and thoughts. Revisit their ideas and build upon them.</p> <p><b>Textile:</b> Name a range of fabrics. Use a variety of techniques e.g. printing, weaving and stitching to create different textual effects. Apply decoration using buttons, feathers etc. Show experience in modifying threads and fabrics.</p>	<p><b>Sculpture:</b> Use a sketchbook to plan, collect and develop ideas. Record media explorations and experiments.</p> <p><b>DT Design:</b> Begin to research the needs of a product. Show that a design meets a range of requirements. Make design decisions.</p> <p><b>DT Make:</b> Select appropriate materials. Select suitable tools and equipment, explain those choices and begin to use them accurately. Consider how good the product will be. Begin to assemble, join and combine materials and components with some accuracy. Begin to apply a range of finishing techniques with some accuracy.</p> <p><b>Evaluate (DT)-</b> Begin to understand by whom, when and where products were designed. Say what I would change to make the design better. Begin to evaluate existing products, considering how well they have been made and if they are fit for purpose.</p> <p><b>DT Technical skills</b> apply their understanding of computing to control their products. Understand the use of mechanical systems in their</p>	<p><b>Painting:</b> Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p><b>Sketchbooks:</b> Compile visual notes and ideas in a sketchbook that they can refer back to and use to inspire their final designs.</p> <p><b>Printing:</b> Print simple pictures using different techniques. Use sketchbooks to record media explorations and experiment by planning colours and collecting materials.</p> <p>Cross curricular shadow puppets:</p> <p><b>Sculpture:</b> Use language appropriate to the skill.</p> <p><b>DT Make:</b> Explain choices of materials, considering appearance and functionality (opaque objects to create darker shadows).</p> <p><b>DT Make:</b> Select appropriate materials, fit for purpose. Consider how good the product will be.</p> <p><b>DT Evaluate:</b> Begin to evaluate work, considering how well they have been made and whether they are fit for purpose.</p> <p><b>Technical skills:</b> Use appropriate materials. Explain choices of</p>
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<b>Suggested artists</b>	Heather Hansen, Laura McKendry, Edgar Degas.	Henri Matisse, Claire Willberg.	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake.	Alice Kettle Hannah Rae	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber.	Frances Hatch, Anna Atkins.
<b>Food technology</b>	<p><b>Autumn 2 term:</b> As part of a cross curricular link with Science, children plan and create healthy sandwiches. -Discuss different foods and ingredients</p>					

<b>opportunities and skills.</b>	<p>-Plan and create a meal thinking about healthy, balanced food choices.</p> <p>Summer 1 term: As part of a hook day children will make edible sedimentary, metamorphic and igneous rocks: Discuss the seasonality and source of different foods, as well what makes a healthy and varied diet.</p>					
<b>Year 4</b>	<p><b>STORYTELLING THROUGH DRAWING (Art Focus)</b></p> <p>Children will explore how we can create sequenced imagery to share and tell stories. The children will be introduced to an illustrator and a graphic novelist/author. They will use their sketchbooks to gather ideas from the ways the artists work. The teachers will then have the choice of two projects: exploring the creation of an accordion book (finding out how we can use drawing in an illustrative sense to tell stories) or make a comic strip style telling of a piece of poetry (drawing upon graphic novels).</p>	<p><b>EXPLORING PATTERNS (Art focus)</b></p> <p>Children will explore pattern and develop a range of technical skills and knowledge through drawing and collage.</p> <p>They will be introduced to the idea that working with patterns can be a mindful activity and that, as humans, we respond to patterns made by other people.</p>	<p><b>STILL LIFE DRAWING (Art focus)</b></p> <p>Children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life. Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p>	<p><b>FOURTH PLINTH (DT focus)</b></p> <p>Children begin to think about two very important aspects of making art: context and presentation. Children explore how other artists use the idea of “plinth” to make work. There are then three choices of project. The 1st explores how we can present found objects to re-see them as models/sculpture, making a mini gallery. They then make model of themselves, putting a version of themselves on a plinth.</p> <p><b>Medium: Clay, Paper, Drawing</b></p>	<p><b>SCULPTURE AND BIRD NESTS (DT and Art Focus)</b></p> <p>Children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”</p> <p><b>Medium: Various Drawing Materials, Construction Materials</b></p>	<p><b>FESTIVALS AND FEASTS (DT focus)</b></p> <p>Children begin with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience. Children then further develop drawing skills by drawing from still imagery and from life. Children use modroc and other modelling and construction materials to make a shared sculptural feast.</p> <p><b>Medium: Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc)</b></p>



			<p><b>Medium: Acrylic or poster paint, pen, pencil, ink, clay</b></p> <p>DT hook day activity: Anglo Saxon Weaving.</p>	<p><b>Materials, Various Modelling &amp; Construction Materials</b></p>		
<p><b>Skills to focus on</b></p>	<p><b>Drawing:</b> Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting materials for future works. Understand why the choices they make best suit.</p>	<p><b>Drawing:</b> develop techniques to create intricate patterns using different grades of pencil and other implements/media and develop tone</p> <p><b>Painting:</b> Start develop a painting from a drawing.</p>	<p><b>Drawing:</b>. Have opportunities to further develop drawings featuring the third dimension and perspective.</p> <p>Hook day weaving:</p> <p><b>Textiles:</b> Plan a design in sketchbooks and</p>	<p><b>Art Sculpture:</b> Adapt work when necessary and explain why.</p> <p><b>Textiles:</b> Demonstrate experience in looking at materials/fabrics from other countries. Use sketchbooks to collect and record visual information</p>	<p><b>Art Sculpture:</b> Use language appropriate to the skill and technique. Demonstrate awareness in environmental sculpture.</p> <p><b>Art Printing:</b> Increased awareness of mono and relief printing. Expand experience in 3 colour printing. Create repeated patterns.</p>	<p><b>Art Sculpture:</b> Work in a safe way, caring for equipment. Make a slip to join clay/modroc Decorate and coil confidently when necessary. Gain experience in modelling. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks to plan a sculpture through drawing and preparatory work. Plan how to join parts</p>

	<p><b>Painting:</b> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source materials for future works. Start to work in the style of a selected artist (not copying).</p>	<p>Confidently control types of marks made and experiment with different effects and textures.</p>	<p>execute it. Apply decoration using needle and thread. Adapt work as and when necessary and explain why. Change and modify, using language to appropriately describe skills and techniques.</p>	<p>from different sources. Record textile/material exploration and experiment.</p> <p><b>DT design:</b> Use research for design ideas. Make and explain design decisions considering the availability of resources.</p> <p><b>DT Make:</b> Select suitable tools and equipment, explain the choices in relation to the required techniques. Work through a plan carefully to produce a finished product. Measure, mark out, cut and shape components with some accuracy</p> <p><b>DT evaluate:</b> Begin to explain how the original design could be improved.</p> <p><b>DT technical knowledge:</b> Grow in confidence trying new or different</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning.</p> <p><b>Painting:</b> Begin to choose appropriate media to work with. Use light and dark when painting and show understanding of complementary colours. Mix colours, shades and tones with increasing confidence.</p> <p><b>DT design:</b> Show that a design meets a range of requirements and is fit for purpose. Begin to create own design criteria. Have at least one idea about how to create a product and suggest improvements for the design. Explain how the product will work.</p> <p><b>DT make:</b> Select appropriate materials, fit for purpose and can explain the choices made. Assemble, join and combine materials and components with some accuracy.</p> <p><b>DT evaluate:</b> Refer to design criteria while designing and making. Use criteria to evaluate the product. Evaluate others' work - including how well they've been made, the materials, whether they work,</p>	<p>together.</p> <p><b>Textiles:</b> Plan a design in a sketchbook and execute it.</p> <p><b>DT Design:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model.</p> <p><b>DT Make:</b> Use tools precisely and accurately. Realise if the model is going to be good quality. Apply different finishing techniques with some accuracy.</p> <p><b>DT evaluate:</b> Evaluate models considering how well they've been made. Discuss how and when models like these have been produced previously.</p> <p><b>DT Technical knowledge:</b> Select the most appropriate tool and technique. Refer to the design criteria while designing and making. Use criteria to evaluate the product.</p>
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				ideas. Use levers and linkages to create movement. Measure carefully to avoid mistakes.	how they have been made and how they are fit for purpose.  <b>DT Technical Knowledge:</b> Explain alterations to a product after checking it. Make a strong, stiff structure.	
<b>Suggested artists</b>			Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Anthony Gormley, Yinka Shonibare, Thomas J Price	Marcus Coates	Claes Oldenberg, Lucia Hierro, Nicole Dyer
<b>Food Technology</b>	<b>Autumn 1:</b> Scone based pizzas-linking to topic Greek salad- links to writing unit (instructions) NC objective: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.					
<b>Year 5</b>	<b>Typography and Maps</b>  Children are introduced to typography design and they explore how they can create their own fonts and designs. They will explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a	<b>Fashion Design (DT/Art Focus)?</b>  Children are introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the end result. They will explore	<b>Set Design (DT focus)</b>  Pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils go on to explore how they can create their own	<b>Mixed Media Land and City Scapes</b>  Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see	<b>Dream Big or Small (DT focus)</b>  Children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both?	<b>Making Monotypes</b>  Children explore the process of making monotypes. The pathway starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations. Pupils develop their mark making skills through a simple warm up exercise, before focussing

	<p>designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps.</p> <p><b>Medium: pen, pencil,paper</b></p>	<p>contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful. Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making decorate papers through which they can bring their designs to life in 2D or 3D.</p> <p><b>Medium: Paper, Acrylic Paint, Tape</b></p>	<p>model set, inspired by a creative stimulus (poetry, prose, film or music). Sketchbooks are used throughout to brainstorm, record, test and reflect.</p> <p><b>Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials</b></p>	<p>how artists use their creative freedom to explore ways of working which involve different materials and media. Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result. Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter.</p> <p><b>Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels &amp; Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</b></p>	<p>Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p> <p><b>Medium: Foamboard, Ink, Card</b></p>	<p>upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a “zine”, inspired by a piece of poetry.</p> <p><b>Medium: Paper, Ink, Carbon Copy Paper, Paint</b></p>
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<b>Skills to focus on</b>	<p><b>Drawing:</b> Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrasts and mixed media. Use drawing techniques to work from a variety of sources including observation, photographs and digital maps. Develop close observation skills using a variety of view finders.</p> <p><b>Sculpture:</b> Use sketchbooks to plan a 3D sculpture through drawing and other preparatory work. Use the sketchbook to plan how to join parts together. Adapt work as and when necessary and explain why.</p>	<p><b>Painting:</b> Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p><b>Textiles:</b> Change and modify textiles and use language appropriate to describe the skill and techniques.</p> <p><b>DT design:</b> Use internet and questioning for research and design ideas. Use annotated sketches.</p> <p><b>DT make:</b> Mainly accurately, assemble, join and combine materials and components.</p> <p><b>DT Evaluate:</b> Evaluate the quality of the design while designing and making.</p>	<p><b>Sculpture:</b> Use sketchbooks to plan a sculpture through drawing and other preparatory work. Adapt work as and when necessary and explain why.</p> <p><b>DT design:</b> Produce a logical, realistic plan and explain it to others. Make design decisions considering time and resources.</p> <p><b>DT Make:</b> Produce suitable lists of tools, equipment and materials needed. Select appropriate materials, fit for purpose, explaining their choices and considering functionality. Begin to be resourceful with practical problems.</p> <p><b>DT evaluate:</b> evaluate ideas and finished products against the specification, considering purpose and appearance. Test and evaluate the final product.</p> <p><b>DT technical</b></p>	<p><b>Drawing:</b> Work in a sustained and independent way to create a detailed drawing. Develop a key element in their work: line, tone, pattern, texture. Use sketchbooks to collect, record and plan for future work. Begin to develop their own style using tonal contrasts and mixed media. Develop further simple perspective in using a single focus point and horizon.</p> <p><b>Painting:</b> Confidently control the types of marks made and experiment with different textures. Mix and match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence. Use sketchbooks to collect and record visual information from different sources as well as planning future works.</p>	<p><b>Drawing:</b> Begin to develop an awareness of composition, scale and proportion in their pictures.</p> <p><b>Sculpture:</b> Develop an understanding of different ways of finishing work. Gain experience in modelling. Use recycled, natural and manmade materials to create sculptures and successfully joining.</p> <p><b>DT design:</b> Begin to consider the needs and wants of individuals or groups when designing. Ensure a design is fit for purpose. Use the internet and questioning for research and design ideas. Model and refine design ideas by making prototypes.</p> <p><b>DT make:</b> Consider waterproofing and overcome challenges by altering an approach. Mainly accurately assemble, join and combine materials and components.</p> <p><b>DT evaluate:</b> Test and evaluate the final product. Evaluate how much products cost to build and some innovative examples. Talk about some key designers and architects and some of their ground-breaking designs.</p>	<p><b>Drawing:</b> Use different techniques for different purposes, e.g. shading, hatching within their own work.</p> <p><b>Printing:</b> Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p><b>Sketchbook:</b> create a collection of marks to use later and to explore ideas</p>
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		<b>DT technical knowledge:</b> think about user and aesthetics when selecting textiles. Begin to understand that single textiles products can be made from a combination of fabric shapes.	<b>knowledge:</b> Select materials carefully, considering the intended use of the product. Measure accurately enough to ensure precision. Think about how to make a product strong and look better. Think of ways in which adding a circuit could improve the product. Use electrical circuits confidently in a product.		Begin to consider the sustainability of some materials.  <b>DT technical knowledge:</b> Explain how the product meets design criteria. Ensure the product is strong and fit for purpose. Begin to reinforce and strengthen a 3D frame. Think about how to make a product strong and look better.	
<b>Suggested artists</b>	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Shoreditch Sketcher, Various Architects	Kevork Mourad
<b>Food Technology</b>	Summer 1: Roman Feast - Charcuterie board of Roman food (tasting session) Hook Day. NC objectives: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.					
<b>Year 6</b>	<b>2D Drawing to 3D Making - Packaging Design (DT focus)</b>  To understand that drawing and making have a close relationship and that drawing can be used to transform a two dimensional surface,	<b>Activism</b>  Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their	<b>Brave Colour</b>  Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create	<b>Exploring Identity</b>  Pupils explore how artists use various aspects of their identity, creating imagery which explores many different	<b>Take a Seat (DT focus)</b>  Children are introduced to the work of a craftsperson/designer, and they explore how the artist brings his personality to his work. They go on to explore chair design over the centuries to	<b>Shadow Puppets</b>  Children explore both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which it is created. Pupils

	<p>which can be manipulated to make a three dimensional object. When we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. We can use methods such as the grid method and looking at negative space to help us draw. There is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</p> <p><b>Medium: Card, Paper, Drawing materials.</b></p>	<p>peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. Artists acting as activists often use print because it allows them to duplicate and distribute their message.</p> <p><b>Medium: Paper, Pen, Paint</b></p>	<p>(propose) their own art work. They are enabled to imagine “what if...?” and encouraged to share their vision or imagining with others through mock-up artworks and models.</p> <p><b>Medium: Card, Paper, Light (coloured filters)</b></p>	<p>aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p> <p><b>Medium: Drawing materials, tablet, paper</b></p>	<p>understand how furniture can reflect or define the age in which it was made.</p> <p><b>Medium: construction materials</b></p>	<p>explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working. Pupils create puppets working in collaboration. Sketchbooks are used throughout to record, generate ideas, test and reflect.</p> <p><b>Medium: Paper, construction materials</b></p>
<b>Skills to focus on</b>	<p><b>DT Design:</b> draw on market research to inform a design. Identify features of the design that will appeal to the intended user. Make design decisions,</p>	<p><b>Painting:</b> Use sketchbooks to collect and record visual information from different sources as well as</p>	<p><b>Drawing:</b> draw for a sustained period of time over a number of sessions working on one piece. Develop own style of</p>	<p><b>Printing:</b> Use sketchbooks to collect and record visual information. Develop their own style mixing media.</p>	<p><b>Sculpture:</b> Recognise sculptural forms in the environment: furniture and buildings.</p> <p><b>DT Design:</b> Use research of the user’s individual needs, wants</p>	<p><b>Textiles:</b> Use language appropriate to skill and technique to describe their work. Experiment with a variety of techniques exploring ideas from sketchbooks.</p>

	<p>considering resources and costs.</p> <p><b>DT Make:</b> Explain how the product will appeal to its audience, making changes to improve the quality. Accurately measure, mark out, cut and shape materials and components.</p> <p><b>DT Evaluate:</b> Keep checking that the design is the best it can be. Evaluate how much products cost to make and how innovative they are.</p> <p><b>Technical Knowledge:</b> Make products attractive and strong.</p>	<p>planning and collecting source materials. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.</p> <p><b>Drawing:</b> Develop their own style using tonal contrasts and mixed media. Use sketchbooks to collect and record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p>	<p>drawing through: line, tone, pattern, texture.</p> <p><b>Textiles:</b> Work in 2D and 3D as required. Use sketchbooks to collect and record visual information from different sources. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks.</p> <p><b>Painting:</b> Purposely control the types of marks made and experiment with different effects. Mix colours, shades and tones with confidence building on previous knowledge, understanding which works well in their art and why.</p> <p><b>Sculpture:</b> Demonstrate experience in relief and freestanding work using a range of media. Demonstrate experience in different ways of finishing work.</p>	<p>Use overlay prints with other media. Describe techniques and processes. Demonstrate experience in a range of techniques.</p> <p><b>Painting:</b> Work in a sustained way to develop their own styles of painting. The style may be through development of colour, tone and shade.</p> <p><b>Drawing:</b> Use different techniques for different purposes e.g. shading, hatching within their own their own work, understanding which works well and why. Develop an awareness of composition, scale and proportion in their paintings.</p>	<p>and requirements for the design. Follow and refine a logical plan.</p> <p><b>DT Make:</b> Use selected tools and equipment precisely. Produce suitable lists of tools, equipment and materials needed, considering time constraints. Select appropriate materials fit for purpose, explaining their choices, functionality and aesthetics. Accurately assemble, join and combine materials. Accurately apply a range of finishing techniques.</p> <p><b>DT Evaluate:</b> Evaluate ideas and finished products against the specification, stating if it's fit for purpose. Consider the impact of the product beyond its intended purpose.</p> <p><b>DT Technical knowledge:</b> Select materials carefully, considering intended use of the product, the aesthetics and the functionality.</p>	<p><b>Sculpture:</b> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use sketchbooks to collect and record visual information from different sources. Use the sketchbook to plan how to join parts of the sculpture/piece. Annotate work in sketchbooks. Solve problems as they occur.</p>
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<b>Suggested artists</b>	Lubaina Himid, Claire Harrup	Luba Lukova, Faith Ringgold, Shepard Fairey	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Yinka Ilori	Lotte Reiniger, Matisse, Wayang Shadow Puppets, Philipp Otto Runge, Pippa Dyrhaga, Thomas Witte
<b>Food Technology</b>	<p>Autumn 2: As part of their Geography and WWII learning children look at where different foods come from and calculate air miles. NC Objective:</p> <ul style="list-style-type: none"> <li>-Understand seasonality, and know where a variety of ingredients are grown</li> </ul> <p>During cross curricular Science lessons children learn about healthy diets and the role they play in keeping us healthy. NC objectives:</p> <ul style="list-style-type: none"> <li>-Understand and apply the principles of a healthy and varied diet.</li> </ul> <p>Summer 2 : Prepare and cook biscuits as part of the mini enterprise project. Taste and sell biscuits, providing an opportunity for evaluation and reflection of enterprise success. NC objective:</p> <ul style="list-style-type: none"> <li>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>					