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**Design and Technology: LTP & MTP**

**Curriculum Leader:** Emmaline Bulmer



Design & Technology Curriculum Statement

**INTENT**:

Kapow Primary’s Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils at Flockton school to flourish by developing the confidence to take risks, through drafting and design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Driven by our vision, we make links to local industries where ever possible.

Our scheme allows pupils to meet the statutory requirements of the National Curriculum.

**IMPLEMENTATION**:

The D&T National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding required for each strand. Cooking and nutrition\* has a separate section with a focus on specific principles, skill and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and Technology attainment targets under five subheadings or strands

* Design
* Make
* Evaluate
* Technical knowledge
* Cooking and nutrition.

Our scheme has a clear progression of skills and knowledge within these five strands across each year group. Our LTP and MTP documents show what the children will learn in more detail within each class. Our curriculum overview shows which of the units cover each strand of the National curriculum attainment targets as well as each of the five strands. Our Progression documents show the skills that are taught throughout school and show how these skills develop to ensure the attainment targets are securely met by the end of each key stage. Through using KAPOW for our D&T curriculum, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

* Mechanisms
* Structures
* Textiles
* Cooking and nutrition (Food)
* Electrical systems (KS2)
* Digital World (KS2)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. By using the KAPOW scheme, the curriculum at Flockton is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies form independent tasks, paired and group work including practical hands on, computer based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At Flockton our curriculum either focuses on ART and Design or Design and Technology which balances throughout each class. The subject area is well resourced with high-quality resource books available. Where possible visits take place to enrich the teaching. Our D&T curriculum is also supported by our Outdoor Learning Curriculum.

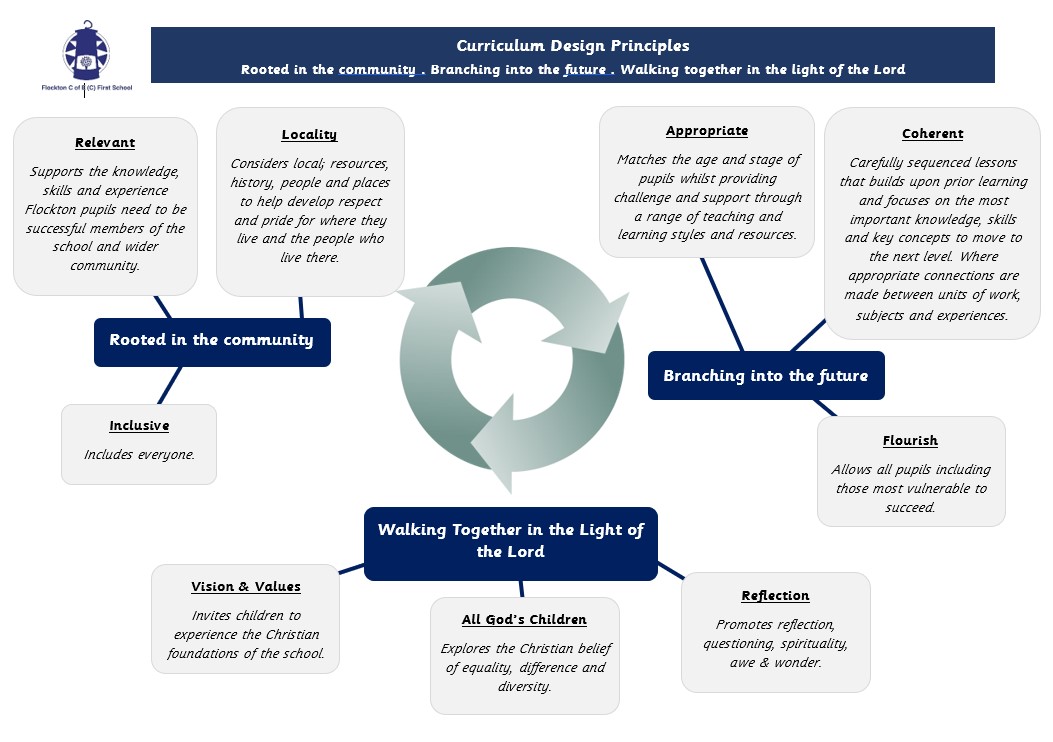
**IMPACT:**

The impact of our scheme is monitored through both formative and summative assessment opportunities and through quizzes that are available through the KAPOW website.

We aim for our pupils to leave Flockton School able to:

* Understand the functional and aesthetic properties of a range of materials and resources
* Understand how to use and combine tools to carry out different processes for shaping, decorating and manufacturing products
* Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes and products to fulfil the needs of users, clients and scenarios.
* Understand and apply the principle of healthy eating, diets and recipes, including key processes, food groups and cooking equipment.
* Have an appreciation for key individuals, interventions and events in history and of today that impact our world
* Recognise where our decisions can impact the wider world in terms of community, social and environmental issues
* Self-evaluate and reflect on the learning at different stages and identify areas to improve
* Meet the National curriculum at the end of KS1 and Yr5 for Design and Technology.

When planning curriculum units of work at Flockton School, staff build upon our vision statement of ‘Rooted in the community. Branching into the future. Walking together in the light of the Lord. How our Design & Technology curriculum is built from the Christian vision for Flockton School.



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| **Sycamore class Cycle A - ART & D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **[ART Art and Design](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/)**  [Yr. 3](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/) | [**D&T Cross-Stitch & Applique**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/) | D&T  [**Yr. 4 Adapting a recipe.**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/food-adapting-a-recipe/) | [**ART Art and Design skills**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/) | [**ART Craft**](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/craft/)  Tie-dying | [**D&T Food**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/food-eating-seasonally/)  Seasonal food |
| **Sycamore class Cycle B - ART & D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| [**Art Formal Elements**](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/formal-elements-of-art/) | [**D&T Structures**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/) | [**ART Formal elements**](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-2-art-and-design/art-design-skills/) | **ART Craft**  Dragon Eyes | [**D&T Mechanisms**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/)  Pneumatic toy | [**ART** Sculpture Yr. 4](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-3d-and-sculpture/) |



Design & Technology and Art & Design LTP

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| **Elder class Cycle A - ART & D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| [**ART Formal elements**](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-4/formal-elements-of-art/) | [**ART Prehistoric Art**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/) | [**D&T Food**](https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/) | [**Art Craft**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/) | [**D&T Mechanical Systems**](https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/mechanical-systems-making-a-pop-up-book/) | [**ART Art and Design skills** Yr.5](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-4/art-design-skills/) |
| **Elder class Cycle B - ART & D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| [**D&T Electrical Systems**](https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/electrical-systems-torches/) | **[Art Formal Elements](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-5/formal-elements-architecture/)**  [Yr. 5](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-5/formal-elements-architecture/) | [**ART Art and Design**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/) | [**D&T Structures**](https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/structure-bridges/) | [**D&T Textiles**](https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/textiles-stuffed-toys/) | [**ART Photography**.](https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-craft-and-design/) |

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| **Apple class Cycle A D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Self Portraits  Art and Design Skills | [D&T **Food**](https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/) | [D&T **mechanisms**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/) | [Yr1. Landscapes](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-1/landscapes-using-different-media/) | [D&T **Structures**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/ks1-y1-design-and-technology-constructing-windmills/) | [Yr1. Art Sculptures – living things](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-1/sculptures-and-collages/) |
| **Apple class Cycle B D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| [Sculpture and mixed media](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-2-art-and-design/sculpture-and-mixed-media/) | [Yr1. Art and Design skills](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-1/art-design-skills/) | [Yr. 1. Formal elements of Art](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-1/formal-elements-of-art/) | [D&T **mechanisms**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-wheels-and-axles/) | [D&T **Textiles**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/) | [**D&T Food**](https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/fruit-and-vegetables/) |

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| **Apple class Cycle A D&T/ART National Curriculum Coverage.** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Self Portraits  Art and Design Skills | D&T **Food soup**  Fruit and veg | D&T **mechanisms**  Making a moving story book | Yr1. Landscapes | D&T **Structures**  construction - windmills | Yr1. Art Sculptures – living things |
| Pupils should be taught to:  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Become proficient in drawing, painting, sculpture and other art, craft and design techniques | Pupils should be taught to:  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Use basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from | Pupils should be taught to:  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | Pupils should be taught to:  Use a range of materials creatively to design and make products  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Become proficient in drawing, painting, sculpture and other art, craft and design techniques | Pupils should be taught to:  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | Pupils should be taught to:  to use a range of materials creatively to design and make products  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  know 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  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Become proficient in drawing, painting, sculpture and other art, craft and design techniques |
| **Apple class Cycle B D&T/ART National Curriculum Coverage.** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Yr. 2. Sculpture and mixed media | Yr1. Art and Design skills | Yr. 1. Formal elements of Art | D&T **mechanisms**  Wheels and Axels | D&T **Textiles**  Puppets | D&T  Food Smoothies |
| Pupils should be taught to:  To use a range of materials creatively to design and make products  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Be taught 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 | Pupils should be taught to:  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Use a range of materials creatively to design and make products  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Pupils should be taught to:  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  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.  Evaluate and analyse creative works using the language of art, craft and design.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Pupils should be taught to:  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | Pupils should be taught to:  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate their ideas and products against design criteria | Pupils should be taught to:  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Use basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from |

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| **Sycamore class Cycle A - ART & D&T National Curriculum Coverage** | | | | | | | | | |
| **Autumn 1** | | **Autumn 2** | | **Spring 1 & 2** | | **Summer 1** | | **Summer 2** | |
| **[ART Art and Design](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/)**  [Yr. 3](https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/) | | **Cross Stitch Applique.** | | **D&T Food**  **Yr. 4 Adapting a recipe & Designing packaging** | | **Art Craft Tie dying** | | **D&T Eating Seasonally** | |
| 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.  About great artists, architects and designers in history  To develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space.  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay | | Pupils should be taught to:  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | | Pupils should be taught to:  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion.  Select from and use a wider range of tools and equipment to perform practical tasks accurately  Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products  Understand and apply the principles of a healthy and varied diet  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 | | Pupils should be taught to:  Develop their techniques, including their control and their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Crat sketch books to record their observations and use them to review and revisit their ideas.  Improve their mastery of art and design techniques including weaving and sewing.  Learn about great artists and designers in history. | | 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  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Understand and apply principles of a healthy and varied diet  Prepare and cook 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 | |
| **Sycamore class Cycle B - ART & D&T** | | | | | | | | | |
| **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Art Formal Elements** | **D&T Structures**  **Houses** | | **ART Formal elements** | | **Art Dragon eyes**  clay. | | **D&T Mechanisms** | | **Art Sculpture** |
| 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.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  About great artists, architects and designers in history  Be taught 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. | Pupils should be taught to:  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | Pupils should be taught to:  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using line, shape, form and space.  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  To use a range of materials creatively to design and make products.  Be taught 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. | | Pupils should be taught to:  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using line, shape, form and space.  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  To use a range of materials creatively to design and make products.  Be taught 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. | | Pupils should be taught to:  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | | Pupils should be taught to: create sketch books to record their observations and use them to review and revisit ideas  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  about great artists, architects and designers in history’ |

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| **Elder class Cycle A - ART & D&T National Curriculum Coverage** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ART Formal elements Yr. 4** | **ART Prehistoric Art** Yr. 3 | **D&T Food**  **Yr. 4 Adapting a recipe** | **D&T Craft**  clay. | **D&T Mechanical Systems**  Yr. 6 Automata Toys | **ART Art and Design skills** Yr.5 |
| Use sketch books to record their observations & use them to review and revisit ideas  Develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of craft, art and design.  To improve their mastery of Art and design techniques, including drawing, painting and sculpture | Use sketch books to record their observations & use them to review and revisit ideas  Know about great artists, craft makers and designers, and understand the historical and cultural development of art forms.  Develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of craft, art and design. | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion.  Select from and use a wider range of tools and equipment to perform practical tasks accurately  Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products  Understand and apply the principles of a healthy and varied diet  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  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion.  Select from and use a wider range of tools and equipment to perform practical tasks accurately  Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Understand how key events and individuals in design and technology have helped shape the world.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Understand how key events and individuals in design and technology have helped shape the world.  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Become proficient in drawing, painting, sculpture and other art, craft and design techniques  Evaluate and analysed creative working using the language of art, craft and design  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a rage of materials [example pencil, charcoal pain clay].  To create sketch books to record their observations & use them to review and revisit ideas |
| **Elder class Cycle B - ART & D&T** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **D&T Electrical Systems** Torches year 4 | **Art Formal Elements**  Yr. 5 | **ART Art and Design** Sculpture Yr. 4 | **D&T Structures**  Yr. 5 Bridges | **D&T Textiles**  Yr. 5 stuffed toy | **ART Photography**.  Yr. 6 |
| Investigate and analyse a range of existing products  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design  Understand how key events and individuals in design and technology have helped the world. | Use sketch books to record their observations & use them to review and revisit ideas  Know about great artists, craft makers and designers, and understand the historical and cultural development of art forms.  Develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of craft, art and design.  To improve their mastery of Art and design techniques, including drawing, painting and sculpture  A three-dimensional piece of artwork. | Improve their mastery of art and design techniques, including drawing  Create sketchbooks to record their observations Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design  Create sketchbooks to record their observations and use them to review and revisit ideas  Learn about great artists, architects and designers in history | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion and prototypes.  Select from and use a wider range of tools and equipment to perform practical tasks.  Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics.  Investigate and analyse a range of existing products.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Evaluate their ideas and products against design criteria and consider the views of others to improve their work | Select from and use a wider range of tools and equipment to perform practical tasks.  Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design  Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures  Evaluate their ideas and products against design criteria and consider the views of others to improve their work | Become proficient at drawing, painting, sculpture and other art, craft and design techniques  Evaluate and analyse create works using the language of art, craft and design.  Improve their mastery of art and design techniques |



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| **Apple class Cycle A D&T/ART&DESIGN** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Self Portraits  **Art and Design Skills** | D&T **Food soup**  Fruit and veg | D&T **mechanisms**  Making a moving story book | Yr1. **Landscapes** | D&T **Structures**  construction - windmills | Yr1. **Art Sculptures** – living things |
| Children will begin to explore using a sketch book. They will draw with pencils and use explore different brushes. Children will begin to explore mixing colours. They will create work for display in the classrooms | In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe. | Children explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates. | Children will explore different materials and create a seaside landscape. | Inspired by the song, ‘Mouse in a windmill’, design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features. | On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois. |
| I know that sketch books are used for trying things out.  I can use a variety of materials to try out ideas  I know which of my ideas I like best and why.  L1 Drawing: Experimenting with media  I can draw with pencils  I can make observational drawings  I can experiment variety of different media in this piece  I can say which medium I prefer and why  L2 – Brushes  I can experiment with different brushes  I can use fat brushes to apply paint and thin brushes to add detail  L3 Experimenting with colour mixing  I can experiment with paint I can mix two primary colours to make shades of a secondary colour  I can mix at least five different shades of my chosen secondary colour.  I can use my five mixed colours to create patterns  L4 Painting  I can explore colour while painting.  Know how to use different colours and effects  Know how to work carefully and accurately  L5 evaluating  I can say what I like about my work and the work of others. | L1 Fantastic Fruits and Vegetables  I can explore fruit & vegetables and say the differences between them.  I can use adjectives to describe how fruits and vegetables look, feel, smell and taste  L2 The Best Pumpkin soup.  To know the story of The Best Pumpkin Soup.  To explore a pumpkin and describe is using the five senses.  L3 Designing a soup.  I can design a fruit and vegetable soup recipe.  L4 Knife Skills  I can practise cutting with a knife  I know how to use a knife safely.  L5 Making soup  I can use tools safely to prepare ingredients.  I can describe the finished product and evaluate the process. | L1 Exploring sliders  I understand that sliders are mechanisms  I know that sliders can make things move  I can create moving models that use sliders  I can use the words: up, down, left, right, vertical and horizontal to describe movement  L2 Design  I can design three pages of my moving storybook by:  drawing background pictures  drawing the moving parts  deciding whether I will use a side-to-side slider or an up-and-down slider on each page  labelling the movement of each type of slider  L3 construction  I can make my moving picture by:  Drawing my background  Drawing and cutting my moving parts  Making sliders for my moving parts  Putting all my parts together to create my moving picture  Possibly making guides and bridges  L4 Testing and Evaluating  Know how to review the success of my product by testing it (reading it to reception children)  Know how to evaluate my product against the design criteria  know what I have learnt from making my moving story book | L1 Landscape  I know the key features of a landscape  Know how to use scissors safely  L2 Beach Landscape  I can explore different textures  I can choose appropriate materials  L3 shades and colours of sea  Know how to use paints to get different tints and shades  Know that light colours stand out more than dark colours.  L4 Painting over texture  Know how to mix colours  I can use a paint brush to apply colour  I can spot different colours in artists work.  L5 Beach Collage  I can use a smaller brush to add details  I can use other materials to add details to my work.  Know which areas to paint darker and which to paint lighter. | L1 Designing the structure  Inspired by the song, ‘Mouse in a windmill’, design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.  L2 -I can assemble the structure  I can follow instructions to cut and assemble the supporting structure of my windmill  Know that that the shape of materials can be changed to improve the strength and stiffness of structures  Know that cylinders are a strong type of structure that are often used for windmills and lighthouses understand what stable means and can ensure my structure has this property  L3 Assembling the windmill  I can cut and assemble my turbine correctly  I understand that windmill turbines use wind to turn and make the machines inside work  I know that axles are used in structures and mechanisms to make parts turn in a circle  I can attach my turbine to the axle and attach them to the structure of my windmill  I can test that my turbine turns in the structure and alter the parts if it doesn’t  L4 testing and evaluating  I can evaluate my windmill according to the design criteria  I can test whether my structure is strong and stable and reinforce it if necessary  I can test whether my turbine turns in the structure and alter the parts if it doesn’t  I can test whether my turbine turns freely in the wind/when blown on | L1 Snail Sculpture  I can sketch a pattern from observations, using lines, curls and circles  I can use moulding clay/plasticine to create a sculpture  I can work carefully to make sure that my patterns are even and regular  I know how to use etching tools to create my patterns  L2 Junk Model animals  I can draw a design of the creature I create creature  I can join recycled materials to make a sculpture based on my design  L3 Plant Collage   * I can select natural materials that I think will make an interesting piece of art * I can arrange the materials in a meaningful way and explain their placement in my final composition * I know that PVA glue can be clear when dry * L4 Giant Spider model pt.1 * Know that a 3D sculpture can be made from a range of materials. * I can make and secure part of a sculpture * L5 Giant Spider model pt. 2 * Know that I can paint with different tools and on different materials. |
| * Vocabulary: * Mix Pattern, shape, texture, space, shade, hue, primary & secondary colour, form, print, brushes, sketch book. | Vocabulary  Seeds, roots, leaves, stem plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, watery, pumpkin, heavy, bumpy, rough, smooth, hard, spiky, big, huge, orange, soft, seedy, squashy, stringy, wet, slimy, squelchy hollow, carrot, sweetcorn, garlic, onion, potato, leek, spinach, peas, pumpkin, butternut squash, broccoli. Safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut, saucepan, blender, knife, chopping board, hob, blend, mix, soup, creamy, sweet, sour, dry, wet, watery, delicious. | * Vocabulary:   Assemble Design criteria Design Input Mechanism Model Sliders Template Design criteria Test Template | * Vocabulary:   Horizon, landscape beach sea texture, colour, tint, shade, brush, mix, | * Vocabulary:   Axle, Bridge, Design, Design Criteria, Model, Net, Packaging, Structure, Template, net, strong, weak | * Vocabulary: * Omnivore, carnivore, herbivore, 3D camouflage, recycle, collage, pattern, symmetry, sculpture |
| SMSC  I can celebrate in my work and the work of others. I can say what I like about other peoples work. I know my class is made up of different people and we all make a class community. Know how to say words that help others achieve. | SMSC  Everybody has similar and different likes and dislikes and that is ok. To share in people’s differences. Know what foods are good for us.  Recognising fruit and vegetables come from all over the world. | SMSC  Celebrating success and helping others to overcome problems. Enjoying the work of others and sharing in their success.  Develop and understanding that things don’t always work the first time around. | SMSC  Sharing success and new discoveries. Communicating well with others. Knowing that you can experiment without something being wrong or right. Know others may prefer things different to myself. | SMSC   * I can work with others to test products. I might be able to help others when they are stuck and offer suggestions. I can communicate thoughts to others | SMSC  To work with others to create a collaborative work of art.  Show support and encouragement to peers  To celebrate together. |
| **Apple class Cycle B D&T/ART** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Yr. 2. Art **Sculpture** and mixed media | Yr1. **Art and Design skills** | Yr. 1. **Formal elements** of Art | D&T **mechanisms**  Wheels and Axels | D&T **Textiles**  Puppets | D&T Food.  smoothies |
| Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein. | Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain. | Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water. | Children will learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle. | Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. | Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for |
| L1 Superhero figures   * I can create a superhero sculpture by: * Bending wire/pipe cleaners into a superhero shape * Making legs, arms and a body using plasticine * I can show awareness of the proportions of limbs in my sculpture   L2 Drawing expressions  I can draw faces that show different emotions  I know that if I change the style of a line it can change the look of the face.  L3 Multimedia superheroes pt. 1 I can work together to draw a piece of art work   * I can draw around a member of my group in a superhero pose * I can add shapes and words to our superhero art piece * I can use materials to add texture to our art work   L4 Multimedia superheroes pt. 2 I can work together to draw a piece of art work   * I can blend paint colour washes into the artwork * I can blend two primary colour washes together to make a secondary colour * I can create a dot matrix effect in the style of Lichtenstein * I can create shadow effects within the artwork by outlining the figures in black   L4 Multimedia superhereos pt. 3   * I can study our work of art to see which sections are missing colour * I can use pastels to add colour in areas not already filled with comic collage or fingerprint dots * I can blend two primary pastel colours to make a secondary colour * I can shade tones to the edge with few gaps and with a neat finish | **Pre-lesson**  Introduction to Sketch Books  I know that sketch books are used for trying things out.   * I can use a variety of materials to try out ideas * I know which of my ideas I like best and why.   L1 Printing with paint  I can explore colour while painting.  Know how to use different colours and effects  Know how to work carefully and accurately  L2 Experimenting with colour mixing  I can experiment with paint  I can mix two primary colours to make shades of a secondary colour  I can mix at least five different shades of my chosen secondary colour.  I can use my five mixed colours to create patterns  L3 Craft: printing  I can use two different printing techniques to make my print (Christmas Card)  L4 Drawing: Experimenting with media   * I can draw with different media around a variety of shapes * I know that my shapes can overlap * I can experiment variety of different media in this piece * I can say which medium I prefer and why | L1 shape: Abstract Compositions  Know how to create abstract art using shapes.  Know about the Artist Beatriz Milhazes  L2 (option 2) Abstract compositions  I can experiment with different shapes to make a picture I like.  I can look at the work of an artist to inspire me.  L3 Line 1 – Exploring line  I can explore lines and know that they can be different  I can hold a pencil and chalk in different ways to make different lines and marks.  L4 Line 2 – Making Waves  I can use different materials to make different marks  I can listen to music and draw what I can hear.  I can say what I like about by work and my friends work.  L5 – Colour 1 making colours  I can name primary colours  I can mix primary colours and make secondary colours.  I can say which 2 primary colours make secondary colours  L6 Colour 2: Painting with colour  I can use primary colours to mix paint | L1 How do wheels move  I can identify what mechanism makes a toy or vehicle roll forwards  I know that in order for a wheel to move it must be attached to an axle  I can draw and label a diagram of an axle, wheel and axle holder  L2 Fixing broken wheels  I know that a wheel needs an axle in order to move  I can fix a design so that the wheel can move  I can use appropriate vocabulary to describe which parts are moving or not  L3 Designing a vehicle  I know what makes a wheel and an axle work  I can design a moving vehicle  I can label my design using appropriate vocabulary  L4 Whacky Races  I can make a wheel and axle mechanism  I can evaluate my design to make it even better | L1 Joining fabrics  I can remember that different techniques may be used to join fabrics for different purposes  I know how to join fabric by pinning, stapling or gluing  L2 Designing my Puppet  I can design a puppet  I can build my design on a template  L3 Making and joining my puppet.  I can join fabrics together  I can align two pieces of fabric  I know how to use a template  I can fit my hand into my puppet  L4 Decorating my puppet  I can use joining methods to decorate my puppet  I can still put my hand into the puppet after it is decorated  I can evaluate mine and others’ work | L1 Fruit or Vegetable.  Know the names of fruits and vegetables  Know how to determine if something is a fruit  I understand that some foods we call vegetables are actually fruits  L2 Where do vegetables grow?  Know how to determine if a food is a fruit or a vegetable  Know that fruits and vegetables grow in one of three places:  on trees or vines  above the ground  below the ground  L3 smoothie Ingredients  Know what fruits and/or vegetables are in a drink  Know how to taste and describe fruits and vegetables by their:  appearance/feel  smell  taste  Know what smoothie I will make and why  L4 Making Smoothies  Know how to prepare fruit and vegetables  Know how to use a knife to cut safely  Know how to use a blender  I can make a smoothie |
| Super hero pose, limbs, wire, torso, emoji, face, features, comic, pop art, Roy litchenstien, primary colours, print tone wash. | * Pattern, shape, texture, space, shade, hue, primary & secondary colour, form, print, 2D and 3D | Beatriz Milhazes, line, vertical, shape, circle, abstract, horizontal, vertical, diagonal. Wavy waves, primary & secondary colours, mix | Axle, Axle holder, Diagram  Mechanism, Wheel Equipment Chassis, Dowel | Design, Equipment, Glue, Inspiration, Method, Safety pin, Technique, Template, fabric, decorate | * Vocabulary:   Fruit, Smoothie, Healthy  Vegetables Fruit, Leaf  Root, Seed, Stem  Vegetable |
| SMSC  Learning to take turns, knowing what words can help my group, sharing, knowing how to complement my peers. Knowing how to suggest changes. | * SMSC * Learning to talk about their work & the work of others, choosing what words can support others. Knowing how to suggest changes and say what I like and dislike. | * SMSC * Aware of the work of female artists. Know about different artists and their works and listen to the opinion of my peers, beginning to understand that they may feel different to me. | SMSC  Be able to explore problem solving. Know that my peers may have different suggestions to me about how to solve a problem. Take turns in listening to others and learning how to share my ideas.  Begin to say why an idea may have/have not worked. | SMSC  Learning to talk about their work & the work of others, choosing what words can support others. Knowing how to suggest changes and say what I like and dislike. | SMSC  Everybody has similar and different likes and dislikes and that is ok. To share in people’s differences. Know what foods are good for us.  Recognising fruit and vegetables come from all over the world. |

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| **Sycamore class Cycle A D&T/ART** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Art – Art & Design skills** Yr.3 | **D&T Structures** Yr. 2 | **Product design. D&T** | | **Art and Design Craft** Yr.3 | **D&T Food seasonal** |
| Developing skills in: design, drawing, painting and art appreciation; completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a painting by Hokusai  This unit links with What is under our feet? | Using the historical story of Pompeii as an initial inspiration of natural disasters, children help by designing & making an earthquake safe building. When designing the structure, they explore ways of building it so that it is a strong and stable structure. This unit links with What is under our feet? | Children work in groups to adapt a simple recipe, to create the tastiest chocolate bar. They will sample and evaluate existing goods before thinking of flavours that they like. They will create a delicious chocolate bar and evaluate their creations.  Children get the opportunity to design, create a wrapper for their bespoke chocolate bar. | | Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills. This unit links to Africa. | * Children will know that fruits and vegetables grow in different countries based on their climates. They will explore ‘seasonal’ fruits and vegetables and that those that grow in a given season and taste best then. They will learn that eating seasonal fruit and vegetables has a positive effect on the environment. They will follow instructions to make their own product. |
| L1 Learning about….  Know the works of Hokusai  Know about the key features of a piece of art.  I can compare the style of my work to the work of other artists.  L2 Tints and shades  Know that tone is the areas of dark and light and can identify this in a painting or photograph.  Know that a tint is to make a colour lighter by adding white and that a shade is to make a colour darker by adding black.  Know how to use tints and shades to paint from light to dark in smooth and neat strokes.  L3 The big wave  I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these  When I’m happy with the shape of my sketch I can ‘tidy up’ my sketched lines with a rubber  I can complete my drawing by adding:  Detail  Texture  colour  L4 & L5 Recreating Hokusai  Know that I can use different brushes for different parts of my work.  Know that I can add detail by using pens  Know the techniques that Hokusai used. | L1 Exploring stability  I can identify natural and man-made structures  I understand what is meant by stability and can identify when a structure is more or less stable than another  I know that shapes and structures with wide, flat bases or legs are the most stable  L2 strengthening materials  To understand that the shape of the structure affects its strength  I know the meaning of the words strength, stiffness and stability  I know there are different ways paper can be folded to improve its strength and stiffness  I can build a strong and stiff structure by folding paper  I can test the strength of my structure  L3 Making a structure  I can remember that chairs are structures and need to be strong, stiff and stable  I know how to create joints and structures from paper/card and tape  L4 Fixing and testing  I know that the structure I design for an earthquake needs to: support Teddy; be strong, stiff and stable  I know how to create joints and structures  I can evaluate my structure according to the design criteria | L1 Following a recipe  Know that to evaluate a product well, I should consider: taste, Smell, texture, appearance, packaging, target audience  Know that I can follow a recipe to make food.  L2 Testing Ingredients  I know how to cook food safely – following basic hygiene rules  I can cook to a recipe and adapt it to create a new prototype  I can evaluate and compare a range of prototypes  L3 Final design and budget  Know how to set a budget  Know that I need to brand my final product to make it successful.  L4 Bake off  Know that there are safety and hygiene rules to follow when baking  Know how to use ingredients within my budget.  L6, 7 & 8 I can create a suitable packaging design for my product  Know how to make suitable packaging for my product.  L9 I can evaluate my overall final product.  Know how to evaluate my product and the effectiveness of its packaging. | | * L1 Mood boards * Know what a mood board is * Know what is important to me through the creation of my own mood board * I can explain my choices * L2 Tie-dying materials * Know the process of tie-dyeing * Know that I can secure the ties tightly * Know the similarities between tie-dyeing and wax resist * L3 Paper weaving Know what the ‘warp and ‘weft’ are in weaving * Know how to cut with accuracy Know how to weave with neatness * L4 Weaving other materials. * Know how to weave * Know that I can weave with a range of materials. * Understand the terms ‘warp’ and ‘weft’ * L5 Sewing a t-shirt * Know how to sew a running stitch * Know how to cut fabric neatly and accurately | L1 Where in the world?  Know that not all fruits and vegetables can be grown in the UK  Know that each country has its own climate  Understand that these climates enable different fruits and vegetables to grow  Know to consider hygiene when preparing food  Know how to use cooking equipment safely  L2 British Seasonal Foods  Know that imported food will have travelled from far away and has an impact on the environment  Know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season  L3 Rainbow Foods  Know what foods are currently in season  Know that each fruit and vegetable give us nutritional benefits  L4 Making Tarts  Know how to prepare a kitchen to cook in  Know how to prepare myself in order to start cooking  Know the basic rules of food contamination  Know how to use, store and clean a knife safely  Know how to follow a recipe to make a tart |
| * Diego Velázquez * Tone, Tint, Shade, outline, sketch Hokusai, detail, brushes. | Design criteria, Man-made  Natural, Properties, Structure, Stable, shape, test | Chocolate, product, target audience, taste, like, dislike, packaging, evaluate, flavour, change, adapt, create, fair trade, create. | | * Mood board, decorate, tie dye, pattern Intertwined, Woven Warp Synthetic * Weft Weaving Cloth Fabric Weave Fibre Natural, pallet | Climate, Diet, Natural, Processed, Reared   * Seasons climate, Seasons * Sugar, Imported. |
| SMSC  Children will develop an understanding of the world around them. They will learn about artists from other countries and their work.  They will have the opportunity to celebrate in their own work and the work of their peers. | SMSC  Children will learn of natural disasters and the effect they can have on communities. They will look at home around the world that need to built in a certain way to keep people safe from natural disasters.  Children will work together to create effective structures. Children will develop team building, listening and co-operative skills. | SMSC  Children will understand fair-trade produce including chocolate; how fair-trade helps to support people’s incomes around the world. They may share with their peers’ other fair-trade products that they are aware of. Children will learn how other cultures grow food that they consume. | | * SMSC * Children will develop an understanding of crafts that are used in other countries and cultures. They will having a growing awareness of the work that goes into producing simple products and effective use of natural materials. | SMSC  Children will understand where their food comes from and the impact of eating foods in season. They will develop skills in order for them to create foods to eat. They will have the chance to share and talk about foods (likes and dislikes) with their peers. They will understand that not everyone is the same and that is OK  . |

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| **Sycamore class Cycle B D&T** | | | | | | | |
| **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Art Formal Elements**  Yr. 3 | | **D&T Structures**  Yr. 3 | | **ART Formal elements**  Yr. 2 | **ART Craft**  Dragon Eyes | **D&T Mechanisms** | **ART** **Sculpture**  Yr. 4 |
| Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark.  This topic links with light and dark. | | Children will explore Tudor architecture and recognise key features of its design. They will be able to design, create, make and evaluate their own house. This topic links to the Great Fire of London. | | Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. | Children will explore the aesthetic qualities of clay and create beautiful dragon eyes. Children will explore, design and create Viking themed clay art work. This Topic links to Vikings. | After learning the terms; pivot, lever and linkage, children set to designing a monster that will move using a linkage mechanism. After practising making linkages of different types and varying the materials they use, children can also bring their monsters to life with the gift of movement. | Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sophie Ryder and creating their own sculptures. |
| L1 – Seeing simple shapes  Know that objects can be made by drawing simple shapes.  Know that in nature objects are usually formed from wavy lines  Know that Man-made objects consist of straight line  L2 – Geometry  Know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as ‘geometry’  Know that I can use guidelines to help set out and construct more complicated images from observation  Know that I can use these shapes to help me draw, design and decorate more accurately.  L3 – Working with Wire  Know that I can bend, manipulate and join wire to create the shape of a chosen object.  Know that I can use smaller pieces of wire to add features  Know how to work safely with the tools and equipment I am using.  L4 The four rules of shading  Know what ‘tone’ means in art (the light and dark areas of an object or artwork)  Know how to hold my pencil correctly to shade  Know that I can apply the four rules of shading:  *Shading in one direction*  *Creating smooth, neat, even tones Leaving no gaps Ensuring neat edges when filling a shape.*  L5 Shading from light to dark  Know that ‘tone’ refers to the light and dark areas of an object or artwork  Know how to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading.  Know how to blend tones gradually so that there aren’t any sudden changes from dark to light | L1 Features of Tudor houses  I can identify different features of Tudor houses.  I can design my Tudor house.  I can label the features of my house.  I can explain why a castle needs to be strong and stable.  L2 Designing a Tudor house  I know the features of a Tudor house  I can add two design points to the Design Specification to appeal to the person/purpose of my house  I can draw the design of my house using 2D shapes, labelling:  the 3D shapes that will create the features  materials I need  colours I will use  L3 Nets and Structures  I know that a net is what a 3D shape would look like if it were opened out flat  I can construct a range of 3D geometric shapes using a net by:  Cutting along the bold lines  Folding along the dotted lines  Keeping the tabs the correct size  Making crisp folded edges  Constructing the net using glue to make a geometric shape  L4-L6 Building and creating my Tudor house  I can construct my house to meet the requirements of my brief by: -making neat 3D shapes using nets-stacking shapes and recyclable materials to make the structures of my house-creating a house base to secure my structures to-adorning my castle with facades and other decorative features  I can evaluate my work and the work of others | | L1 Repeating Patterns  Know that a pattern is created by repeating lines, shapes, tones or colours  I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design  I can choose everyday items to paint with  I can use these items to create a repeating pattern  L2 Taking Rubbings  I know how to take a rubbing  I can identify different textures and record them using a rubbing technique  I know that the tool that I use will change how my rubbing looks  I can use colour to create different effects  L3 Frottage  I know that I can create a picture from the rubbings that I have made  I can make decisions about my work and create a final piece by:  *Carefully tearing my rubbings into shapes*  *Arranging the shapes into a picture*  L4 3D Pencil Drawings  Know that ‘tone’ means the lightness or darkness of something  Know that different pencils create different tones and use these to make a drawing look three dimensional  Know that different ways of holding drawing tools can give a variety of tones from light to dark  L5 3D colour drawings  Know that ‘tone’ means the lightness or darkness of something  Know that different pencils create different tones and use these to make a drawing look three dimensional  Know that different ways of holding drawing tools can give a variety of tones from light to dark. | | L1 Creating shapes.  Exploring play dough – practicing creating a range of shapes using given methods:  Know how to Squeeze/roll – into a ball/sausage shape  Pull & pinch.  L2 Different patterns & textures  Know that I can use malleable materials (play dough/salt dough) to create different patterns and textures using a range of methods using tools:  Know that I can use tools to carving/scrape/impress.  L3 Explore the work of artists  Know how to sketch a range of dragon eyes and skin textures by drawing from images – develop sketching techniques and mimicking of textures using pencil.  L4 Design my artwork  I can design a dragon eye in clay – draw a design using a range of textures and patterns.  I can draw and label a design to explain which techniques will be used to create the textures and patterns.  L5 – Create my artwork  I can design a dragon eye in clay – draw a design using a range of textures and patterns.  I can draw and label a design to explain which techniques will be used to create the textures and patterns.  L6 – Adding colours  Know that I can use paints to create tone and texture on the final piece.  L7 – Evaluate  Know how to evaluate my work. Say what went well and how I can improve future work. | L1 Pivots, Levers and linkages  Know that mechanisms are a collection of moving parts that work together in a machine  Know that there is always an input and output in a mechanism  Know mechanisms in everyday objects  Understand that a lever is something that turns on a pivot  Understand that a linkage is a system of levers that are connected by pivots  L2 making linkages  I understand that mechanisms are a collection of moving parts that work together in a machine  Know that there is always an input and output in a mechanism  Know mechanisms in everyday objects  Know that a lever is something that turns on a pivot  Know that a linkage is a system of levers that are connected by pivots  L3 Designing a monster  Know that linkages use levers and pivots to create motion  I can think of two of my own points to add to the class Design Criteria  I can draw two moving monster designs that meet all points of my Design Criteria  Know my design includes the linkage I will use to make my monster move  L4 Making my Monster  Know how to make linkages by connecting levers and pivots  Know that materials can be selected according to their characteristics  I can design and make the features of my monster  I can evaluate how functional my monster is and whether it meets the Design Criteria. | L1 From 2D to 3D  Know the difference between 2D and 3D work  Can begin to explore 3D forms.  L2 To visit YSP to see the works of Barbara Hepworth and Sophie Ryder  Create mega 3D sculptures  L3 Soap Sculptures  Know how to create more complex sculptures.  Know how to use tools to manipulate materials.  L4 Wire Sculptures  know how shapes can be formed by using wire  know how to shape and manipulate materials  L5 assessment. |
| Geometric, 2D, 3D, wire, sculpture, shading, tone, light & dark. | | Tudor house, Key features, Strong, Stiff Stable  3D, 2D Structure, Design  Net, Tab, Scoring, evaluate, construct, materials, glue, decorate | | * Rubbing texture, Max Ernst, Frottage, collage, Shade * Ed Ruscha, 3D, tone, pencil, light & dark. | Tools, Texture, Pattern, Malleable, clay, form, shape, roll, squeeze, impress, print, scrape, twist, pull, pinch | Axle Design Criteria Input  Linkage Mechanical Output  Pivot Wheel Axle | Shape, form, wire, soap, tools, manipulate, 2D, 3D materials, sculpture, artists, Barbara Hepworth, Sophie Ryder, Yorkshire Scultpture Park, |
| SMSC  Children will explore different cultural representations for dark and light and will be able to associate this terminology with other areas of the wider curriculum eg dark and light in Christianity. They will know how other cultures celebrate differently to their own. | | SMSC  Children will learn of disasters and the effect they can have on communities. They will know how disasters have marked history and the impact on architects and buildings.  Children will work together to create effective houses. Children will develop team building, listening and co-operative skills. | | * SMSC * Children will be able to experiment with different materials and share with others the outcomes of their experimental work. They will know that their work may differ to the work of others and their likes and dislikes will also differ considerably. | SMSC  Children should develop an understanding of the skills needed to use tools safely. They will understand how they may need the help of others to help them complete a task successfully. | SMSC  Children will develop resilience when faced with problems. They will learn that failure is a way to make things better. They will need to listen to the ideas of peers and to understand that their ideas could be different to their own and suggestions from friends can change/challenge their own ideas | SMSC  To explore feelings when looking at art installations.  To be aware of female artists and their contribution to the art world. Children will develop an awareness that people work within the arts and within arts establishments. Children will work together to create large scale 3D sculptures. |

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| **Elder class Cycle A - ART & D&T** | | | | | | | |
| **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **ART Formal elements** Yr. 4 | | **ART Prehistoric Art** Yr. 3 | **D&T Food**  **Yr. 4 Adapting a recipe** | **D&T Craft**  Egyptian clay. | **D&T Mechanical Systems**  Yr. 6 Automata Toys | | **ART Art and Design skills** Yr.5 |
| Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a ‘flip’ pattern and recreate a famous and ancient geometric pattern. | | This topic is ideal for any class studying the Stone Age, or if you’re looking to explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created | Children work in groups to adapt a simple recipe, to create the tastiest humous & pitta. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients. | Children will create Egyptian themed thumb pots and coil pots inspired by Egyptian artefacts. Children will learn how to eradicate the air in the clay, form coils, use tools for cutting and shaping. Know how to cross hatch, use clay slip to join clay elements together.  Children will create effective decorative designs to enhance their final products. | Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background | | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to ‘think’ like an artist. |
| Formal Elements of Art.  L1 Texture: Charcoal Mark Making  Know how to use a range of mark making techniques.  Use a range of different materials.  L2 Texture and Pattern: Playdough printing  I can create patterns using different materials.  I can impress into play dough to make a printing stamp.  L3 Pattern 1: Stamp Printing   * I can make my own stamp using geometric and mathematical shapes * I can use my stamp to create prints * I can make my prints unique through my use of colour and pattern * When printing I have tried to use: * Repeating patterns * Symmetrical patterns * A simple symmetrical figure   L4 Pattern 2: Reflection and Symmetry  Know how to create patterns using symmetry.  L5 Pattern 3: Flower of Life   * I know that a compass is used to make circles * I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern * I know that people have used the flower of life pattern for thousands of years | | L1 Exploring Prehistoric Art  Know that animals were important to people of prehistory  Know the process of making are in prehistory  Know that prehistoric people painted with muted earth colours.  Know why early man created art.  L2 Charcoal Animals  Know that key 2D shapes make up a prehistoric image  Know how to create a large-scale copy of a small sketch book study  Know how to blend and apply charcoal to create form, tone and shape  L3 Prehistoric pallet  know which natural coloured items I can paint with and which make the most successful colours  know that I can create paints using all-natural ingredients as cave artists did.  L4 Painting on the cave wall  Know how to create a range of natural colours  Know how to experiment with techniques to create different textures.  Know that I can add fine details with smaller brushes.  L5 Hands on a cave wall  Know how to work successfully in a group to create a large piece of art work  Know that I can create designs using negative and positive impressions of my hand.  Know that I can create natural colours using paint. | L1 Following a recipe  Know that to evaluate a product well, I should consider: taste, Smell, texture, appearance, packaging, target audience  Know that I can follow a recipe to make food.  L2 Testing Ingredients  I know how to cook food safely – following basic hygiene rules  I can cook to a recipe and adapt it to create a new prototype  I can evaluate and compare a range of prototypes  L3 Final design and budget  Know how to set a budget  Know that I need to brand my final product to make it successful.  L4 Bake off  Know that there are safety and hygiene rules to follow when baking  Know how to use ingredients within my budget.  Know how to make suitable packaging for my product. | L1 Understanding the work of craftsmen.  Know that Egyptians created pots for storing products. Understand of this craft was a significant part to the success of Egyptian life  L2 Studying the meaning of designs on Egyptian pots.  Know that the pots were decorated using decorative images  Know how to replicated these designs and to explore designs that I may like to add to my own work.  L3 To design my own coil pot  I can create an aesthetic shape and design for my own pot.  L4 Using Clay  Know the skill of knocking clay and rolling into coils.  Know how to use slip to join clay coils together.  Know how to use cross hatching to bind clay elements.  Know that I should work effectively to get the best out of the clay material.  L5 Decorating my pot  Know how to enhance my pot by adding design.  L6 Evaluating pots.  Know what worked well with my design.  Know how I could have made my product better. | L1 Automatas  Know that I need to measure, mark and check the accuracy of the wood and card automata components  Know that I need to follow health and safety rules  Know some appropriate design criteria points to fulfil the design brief  L2 frame Assembly  Know how to cut components from my cutting list  For my frame to function effectively I know that:  the components must be cut accurately the joints of my frame should be secured at right angles  Know that a glue gun can be dangerous if not used properly  L3 Experimenting with cams  Know that the cam profile causes a follower to rise, fall or remain static at different points depending on its shape  Know how to make informed design decisions based on my exploration of cam profiles  Know how to complete an automata mechanism including cam, follower and axle  L4 Finishing touches  Know that I can measure and apply panels to my automata to conceal the inner-workings  Know that good quality products should be neat, accurate and securely assembled  Know that I can evaluate my automata against a list of criteria | | Introduction to sketch books  L1 Drawing a walking line  know that using words to describe an object help my visual literacy skills in being able to draw the object  know that I can use fine control with a pencil to make a detailed and analytical observational drawing  know that I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there.  Know that I can add tonal graduation using a 2B pencil  L2 Design: Little inventors  Know that everything that is made starts with an idea, a drawing, a sketch, a design  Know that I can use my imagination to brainstorm ideas for an invention that has a set purpose  Know that I can develop and communicate my ideas through notes and drawings  Know that I can select one idea and draw this in full – including annotations  L3 Picture the Poet  Know that I can successfully draw a portrait using the continuous line method  Know that I can add text to my portrait varying the size of the words, individual letters, placing the letters artistically  Know how to perform my poem to the class confidently.  L4 packaging collage 1  Know that I can layout a simple collage by selecting the most interesting elements.  Know that I can draw and colour collage directly from composition  Know that I can adjust my drawing to compensate for mistakes.  L5 packaging collage 2  Know that I can draw an enlarged version of a section I have chosen by scaling it to a larger size  Know that I can paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting  L6 learning about… how artist work  Know how to sketch my thoughts  Know that I should use visualisation and imagination to think of an original idea for a picture  Know how I can develop my ideas into a successful piece of artwork. |
| Vocabulary  Charcoal, marking making, abstract, pattern, tessellation, print, playdough, 2D shapes, symmetry | | Vocabulary  Prehistoric Animals caves, charcoal, rubbings, cave artist, pigment, stone age, cave style painting, composition cave wall, handprint, positive image, negative image. | Vocabulary  Design Criteria, Research, Texture, Innovative, Aesthetic Measure, Cross-contamination aesthetic, processed, diet, packaging, | Vocabulary  Clay pot technique, thumb pot, slip, coil, Egyptian, roll, knock, join, paint, cut, shape, manipulate. | Vocabulary  Automata, Accurate, Mark out, Tenon saw, Bench hook, Sandpaper, Design brief, Design criteria, Components, Woodwork Exploded diagram, Designer, Client, Customer, Accurate, Measure Communication, Verbal, Visual Cam Housing,  Cam profile, Follower, Follower base, Follower topper, Accurate Mechanism  Inner-workings, Cross-sectional diagram, Storefront Evaluation Flat-pack, | | Vocabulary  Drawing, pattern, graduation, tone shading, designer, invention innovation, portrait, sketch, form, shape, texture, line, collage, dynamic colours, blend, tones, trace, scale grid paint, draw, sketch, illustration. |
| SMSC  Children will have the opportunity to share success, to explore, experiment and try new things. Children will learn about skills from the past. Children will be able to share and talk about their work and learn about different techniques. | | SMSC  Children will know that impact of those that lived in the past. How they will gain an understanding of how our live today has been impacted from those in the past. They may think about the vast amounts of tools and resources that are available to us today. | SMSC  Children will develop an understanding of foods from other cultures. They will learn about the cost of food and how families keep to a food budget. They might discuss how some families use food banks in comparison to some that eat out in restaurants. They will appreciate that some people have different/similar tastes. | SMSC  Children will understand how the Egyptian master craftsmen worked and how their designs still influence life today. Children get an understanding of life in different cultures and that good craftsmanship can lead to long-lasting products. Children learn to use a natural product rather than man made plastic | SMSC  Children should develop an understanding of the skills needed to use tools safely. They will understand how they may need the help of others to help them complete a task successfully. | | SMSC  Children will have the opportunity to celebrate in their work and the work of their peers. During lessons, pupils will share ideas and have the chance to reflect on their work. |
| **Elder class Cycle B - ART & D&T** | | | | | | | |
| **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **D&T Electrical Systems** Torches year 4 | **Art Formal Elements**  Yr. 5 | | **ART Art and Design** Sculpture Yr. 4 | **D&T Structures**  Yr. 5 Bridges | **D&T Textiles**  Yr. 5 stuffed toy | **ART Photography**.  Yr. 6 | |
| In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria. | Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them. | | In this topic, children’s work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects. | This topic develops children’s understanding of secure structures and introduces them to measuring, sawing and joining wood accurately. After learning about different types of bridges and also exploring how the strength of structures can be affected by the shapes used. Children create their own wooden bridge and test its durability. | Creating their own stuffed toy is a really fun project as children can bring their drawings to life and can make them as challenging or as simple as they choose. Not only does this topic give them the chance to apply skills they have learned in previous topics, it also introduces them to a new stitch – blanket stitch. | Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways. | |
| L1 Electrical products   * Know a range of electrical products * Know what electrical conductors and insulators are * Know that a battery contains stored electricity and can be used to power products * L2 Evaluating torches   Know the features of a torch  Know how a torch works  Know what is good and bad about different torches  Know what is important in torch design  L3 Torch design  Know who my product is for in my design criteria  Know how to design a torch which satisfies both the design and success criteria  L4 Torch Assembly  Know how to use electrical systems in their products  Know how to use a wider range of tools and equipment to perform practical tasks  Know how to use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  L5 Assessment | L1 House drawing   * I can successfully draw a picture of a house from observation * I can look closely at details such as roof tiles and bricks to interpret them accurately   L2 House monoprints  I know how to make a print of a larger drawing   * I can select a suitable area from my previous house drawing using cropping methods * I can evaluate my print composition * I can create a clear print   L3 Hundertwasser house  To transform the look of a building in the style of a famous artist  I can use the work of an inspirational artist to inspire my own work.  L4 Be an architect   * I can design a building for a purpose * I can use perspective view, a plan view or front elevation to draw my design   5 Monument  Design a village monument   * I understand the purpose of a monument * I know what a legacy is * I can design a monument to symbolise a person or event | | Introduction to sketch books  L1 African Maracas  I can see further use for materials.  I can make musical instruments from used materials.  L2 Making a drum from recycled materials  To decorate musical instruments from recycled materials  I can use a wax resist on fabric  L3 Arcimboldo  I can take inspiration from the works of Arcimboldo.  I can create a collage of contrasting images.  L4 Socari Douglas Camp  Know about the sculptures of Douglas Camp and create my own sculpture using inspiration  L5 El Anatsui  To know how to create a sculpture in the style of Anatsui using reusable materials. | L1 Arch & Beam Bridges  Know what beam and arch bridges are.  Know that there are stronger and weaker structures.  Know that there are different ways to reinforce structures.  L2 Spaghetti Truss Bridges  Know what beam, truss and arch bridges are.  Know that I can use triangles to create truss bridges and test them  Know that triangles can be used to reinforce bridges.  L3 Building Bridges  Know how to measure and mark wood accurately.  Know that I need appropriate tools & equipment for different tasks and why this is important.  Know safety rules.  L4 Finalising Bridges  Know how to finish my wooden truss bridge  Know where the points of weakness are on my bridge and know how to reinforce my bridge.  Know how to evaluate my truss bridge against specification.  L5 – Assessment. | L1 Designing a stuffed toy  Know how to ensure my template is proportional  Know that I need a paper template.  L2 Blanket Stitch  Know that I need to cut neatly and accurately  Know how to thread a needle  Know how to join two pieces of fabric with a blanket stitch.  L3 Detail and Appendages  Know that I can create strong and secure stitches (blanket and running)  Know how to use applique to attach pieces of fabric decoration  Know that I can use stitches to decorate.  L4 Stuffed Toy Assembly  Know that I can stuff my toy carefully repairing holes and gaps  Know how to join two pieces of fabric with a blanket stitch.  Know how to evaluate my stuffed toy.  L5 Assessment | L1 Photomontage  Know that I can create a photomontage image by selecting images and creating a new image with them.  Know what a photomontage is and its history.  L2 Truisms  Know how to create my own truism which communicates meaning and which has impact.  Know that different artists use digital techniques to convey their messages.  Know that I can make choices about the photos I take and how to edit & use them in context.  Know that I can make choices of what I photograph by looking through the lens of a camera.  L3 Macro photography  Know that I can create successful close up photograph of a natural form and edit the photos in an app  Know that I can take photos with care and choice  Know that I can make decisions about cropping, editing and presenting images  Know that artists use photography to record and observe, I understand the terms macro and monochromatic.  L4 Self Portraits  know how to take photos of different poses and different expressions  Know how to develop one of this into a line drawing using a continuous line.  Know how to develop a self portrait from a photograph and how it can be used to create expression in an image.  Know how to combine photography and learning how to draw a portrait.  L5 Expression in photography  know how to take photos of different poses and different expressions  know that paintings and photos can express emotion  Know that I can replicate mood and expression of a paining  Know that I can edit photos.  L6 Assessment. | |
| Vocabulary  Battery, buzzer, bulb, conductors, circuit, circuit diagram, electricity, test, insulator, series circuit, switch, design, design criteria, component, diagram, electricity, LED evaluation, model, series circuit, shape, target audience, aesthetics, assemble, equipment, ingredients, packaging, properties, shape, sketch, | Vocabulary  Architecture, design, houses, shading, sketching  Friedensreich Hundertwasser, elevation, perspective, architecture, design, monument, structure, event. | | Vocabulary  Maracas, repeating pattern, zig zag, action print, Sam Francis, wax resist, Arcimboldo, images, facial features, collage, sculpture, recycle, reuse, El Anatsui, land-fill. | Vocabulary  Accurate, arch bridge, beam bridge, bench hook, compression, coping saw, file, mark out, reinforce, sand paper, set square shape structure, suspension bridge, tenon saw, tension, Truss bridge. Forces, push pull. | Vocabulary  Design, template, model, stuffed toy, fabric, running stitch, cross stitch applique. | Vocabulary  Photomontage, composition, Dada, Hannah Hoch, sculpture, online, printing, impact, environment, concept, Edward Weston, Macro Photography, Saturate, Desaturate, tones, self-portrait, selfie, expression | |
| SMSC  Children will explore the impact of light to miners and feel of darkness. Children could think of how children their own age & younger were working in mines without access to electricity. They could think of the difference their own lives are to those who lived in the village in the past. | SMSC  Children will learn about designers that are new to them and the effect they have on the wider world. They will think of a significant event that can be remembered and honour it with a suitable monument. Children should develop an understanding of people who lived in the village and how they have contributed to it. | | SMSC  To develop a growing awareness of reusable and recyclable materials. The children will have the opportunity to explore a range of artists acting against climate change. | SMSC  Children will have the opportunity to problem solve together. They will develop their ability to listen and take in the opinions of others. Children will develop an understanding of learning from errors and adapting structures. Children will learn from the ideas of the class. | SMSC  Children will share success with their peers and talk about their work. They will have a sense of the work that goes into producing everyday products and designs. | SMSC  Children will develop their spiritual perception whilst looking through the lens of a camera. Children will develop a deeper understanding of what is around them and the aesthetic qualities that can be found in the smallest and simplest things. Children will be inspired by both male and female photographers. | |