

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Art and DT	<p><b>Year 1</b> Explore and create ideas for purposes and intentions. Study the work of artists. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.</p> <p><b>Year 2</b> Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Study the work of artists. Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.</p>			<p><b>Year 1</b> Explore and create ideas for purposes and intentions. Study the work of artists. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.</p> <p><b>Year 2</b> Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Study the work of artists. Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.</p>		
	<p><b>David Best</b> <b>Year 1</b> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Understand what tone is and how to apply this to their own work.</p> <p><b>Year 2</b> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p><b>Barbara Hepworth Cornish Sculpture</b> <b>Year 1</b> Learn a range of materials and techniques such as clay etching, printing and collage. Learn about form and space through making sculptures and developing language.</p> <p><b>Year 2</b> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p>	<p><b>Rob Jenson – Space Art</b> <b>Year 1</b> Identify, describe and use shape for purpose.</p> <p>Develop skill and control when painting. Paint with expression.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p><b>Year 2</b> Compose geometric designs by adapting the work of other artists to suit their own ideas.</p>	<p><b>George Gower – Armada and Portraits Lowry/Moore – Remembrance</b> <b>Year 1</b> Develop skill and control when painting. Paint with expression. Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p><b>Year 2</b> Further improve skill and control when painting. Paint with creativity and expression. Draw lines with increased skills and confidence. Use line for expressions when drawing portraits.</p>	<p><b>John Dyer Cornish Artist and Nikiwaka</b> <b>Year 1</b> Understand patterns in nature, design and make patterns in a range of materials. Use materials to create texture.</p> <p><b>Year 2</b> Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures.</p>	<p><b>Hans Holbein, Paul Klee, Escher, Bridgette James</b> <b>Year 1</b> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and justify colours for purpose</p> <p><b>Year 2</b> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p>
	<p><b>Structures (e.g. houses)</b> <b>Year 1</b> Designing for a client considering their preferences and requirements, following a basic list of criteria. Using template and nets Selecting from basic crafting tools and materials to create functional mechanical structure (houses) Developing awareness of different structure formats, forming an understanding of how to turn 2D nets into 3D shapes</p> <p><b>Year 2</b> Designing for others using criteria and applying knowledge of structures through planning Identifying flaws in a pre-modelled design and thinking about ways to fix or strengthen them, cutting and assembling accurately selecting from materials based on their characteristics Exploring natural and man-made structures testing and evaluating, analysing existing structures, including those by established designers Understanding strengths, stability and stiffness, knowing that different shapes can weaken or strengthen structures, know materials can be manipulated to improve</p>	<p><b>Mechanisms (e.g. story book)</b> <b>Year 1</b> Planning and sketching mechanical elements Assembling mechanisms to create various movements Reflecting on the finished product by expressing likes, dislikes and improvements Exploring how levers and slider work in a paper card format</p> <p><b>Year 2</b> Devising and using design criteria, planning for design and creation by drawing simple diagrams Cutting and assembling accurately selecting appropriate from materials and tools Carrying out primary research exploring and discussing existing objects which have linkages, levers and pivots Identifying inputs and outputs as part of a mechanism, developing an understanding of how linkages, levers and pivots operate</p>	<p><b>Textiles Karl Longbottom – kite making,</b> <b>Year 2</b> Developing and sketching design ideas using a template Threading a needle, sewing a running stitch Tying a secure knot Discussing the making process and finished product reviewing other's final outcome</p>	<p><b>Puppets</b> <b>Year 1</b> Design a puppet based on a character, using a template considering which features and colours will be needed Cutting and joining fabric Testing and exploring different methods of joining fabrics and determining which would be best reflecting on the finished product</p> <p><b>Year 2</b> Threading a needle, sewing a running stitch Tying a secure knot</p>	<p><b>Food (e.g. smoothie and balanced diet)</b> <b>Year 1</b> Design a smoothie carton based on a chosen ingredient combination selecting fruits and veg Preparing, chopping and blending Trialling and exploring combinations of ingredients, specifying favourite combinations. Recognising the different between fruit and veg describing texture and taste, developing knowledge about where they grow</p> <p><b>Year 2</b> Planning for a set brief, following simple criteria designing a healthy snack Preparing food safely and hygienically, chopping and slicing using a bridge or claw grip Conducting product research, trialling and feeding back on food's taste, texture and aroma</p>	<p><b>Mechanism wheels and axles</b> <b>Year 1</b> Sketching, measuring and planning the chassis of a vehicle Adapting mechanisms measuring and cutting accurately to a design brief, working to scale and identifying commonly used materials for wheels Researching and testing mechanism Investigating how wheels work as part of a full mechanism</p> <p><b>Year 2</b> Measuring and cutting accurately working to scale Selecting materials chosen on their characteristics Testing and adapting mechanism Understanding and consolidating how an axle, axle holder and wheel work in harmony, understanding the properties of basic materials</p>
<b>Art &amp; DT Key Vocabulary</b>	<p><b>Art</b> <b>Year 1</b> Secondary, Horizon, Landscape, Portrait, Line, Collage, Expression</p> <p><b>Year 2</b> Tertiary/Neutral, Texture, Sketch, Shape, Form, Sculpture, Geometric</p>			<p><b>DT</b> <b>Year 1</b> Planning, Investigate, Design, Purpose, Product, Structure, Framework, Mechanism, Joining</p> <p><b>Year 2</b> Criteria, Function, Assembling, Evaluate, Analyse, Linkage, Lever, Pivot, Template</p>		
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Art and DT	<p><b>Year 3</b> Create personal artwork using the artwork of others to stimulate them. Study the work of artists. Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>			<p><b>Year 3</b> Create personal artwork using the artwork of others to stimulate them. Study the work of artists. Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>		

	<p>Reflecting on their own work in order to make improvements.</p> <p><b>Year 4</b> Use literacy sources to inspire art. Express thought and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Study the work of artists. Build a more complex vocabulary when discussing your own and others' art. Use their own and others' opinions of work to identify areas of improvement.</p>			<p>Reflecting on their own work in order to make improvements.</p> <p><b>Year 4</b> Use literacy sources to inspire art. Express thought and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Study the work of artists. Build a more complex vocabulary when discussing your own and others' art. Use their own and others' opinions of work to identify areas of improvement.</p>		
	<p><b>Rob Jenson, Borre Tree</b> <b>Year 3</b> Use materials such as paper weaving, tie dyeing, sewing and other craft skills to design and make products.</p> <p><b>Year 4</b> Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and print work.</p>	<p><b>Shang Dynasty sculpture</b> <b>Year 3</b> Further develop their ability to describe 3D forms in a range of materials, including drawing.</p> <p><b>Year 4</b> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p>	<p><b>Alaa Awad, Contemporary artist</b> <b>Year 3</b> Express and describe organic and geometric forms through different types of line. Develop skills and control when using tone. Learn and use simple shading rules.</p> <p><b>Year 4</b> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>	<p><b>Sculpture and statues, Caravaggio, Bernini and Michelangelo</b> <b>Year 3</b> In collage, consider the effect of chosen materials and technique. Evaluate work of some artists and analyse creative works.</p> <p><b>Year 4</b> Draw on work of other artists for inspiration and begin to emulate their style. In painting, use watercolours to produce washes for backgrounds.</p>	<p><b>Richard Long, Andy Goldsworthy, Nils Udo</b> <b>Year 3</b> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p><b>Year 4</b> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p>	<p><b>Murals, Dan Fenelon, Georges Seurat</b> <b>Year 3</b> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour, such as tints and shades for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p><b>Year 4</b> Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p>
	<p><b>Structures (Viking Village)</b> <b>Year 3</b> Planning for manufacture, establishing and using a design criteria to help focus and evaluate work utilising research to inform ideas Using more demanding practical skills Reflecting on the project as it progresses Evaluating their own and others final product Consolidate methods and techniques to improve stability and strength</p> <p><b>Year 4</b> Exploring and designing within a given theme Selecting from a range of materials and equipment to create frame structures Discussing and reviewing existing structures Broadening knowledge of frames</p>	<p><b>Textiles (e.g. cushions and fastenings)</b> <b>Year 3</b> Designing and planning a style, shapes and seams of a cushion, using pattern piece paper templates and models Sewing cross-stitch and running-stitch to join, complete seams, seal stuffing and add applique following specified design criteria Reviewing existing products, expressing constructive feedback on other's work Understand that fabrics can be layered for effect, include strength to reinforce joins</p> <p><b>Year 4</b> Devise a list of design criteria, planning production, annotating isometric diagrams and sketches Select appropriate fastening types and equipment to sew, measuring and cutting fabric accurately Researching and analysing methods of fastening fabric, determining the strength and use of each Understanding stitches and fastening and their pros and cons</p>	<p><b>Electrical Systems (Egyptian Museum Alarm)</b> <b>Year 3</b> Using research and design criteria to develop ideas for the target audience Evaluating and adapting designs, listening to and acting on constructive feedback gathered from others Constructing nets as part of a product</p> <p><b>Year 4</b> Designing for a chosen user profile, identifying key properties of a material and utilising this knowledge to inform design ideas Making a functional operational electrical series circuit and housing this Reviewing and discussing existing torches including use of and reasons behind the materials</p>	<p><b>Mechanisms (Catapults)</b> <b>Year 3</b> Generate and communicating ideas using thumbnail sketches, exploded diagrams and modelling drawing plans to house the mechanism Selecting appropriate materials and equipment for functional and aesthetic purposes Assessing how well the product works and if it matches the original design ideas and criteria Identifying the key inputs and outputs for the mechanism</p> <p><b>Year 4</b> Developing designs following a list of design criteria Selecting the materials and tools to measure, mark, cut and assemble accurately Compare own to other's designs, discussing ways to improve Consolidating net and template creation</p>		<p><b>Food (e.g. eating seasonally)</b> <b>Year 3</b> Generating and adapting a recipe idea based on research, designing to simple criteria Safely preparing fruit and vegetables following and adapting recipes Tasting evaluating the product against criteria</p> <p><b>Year 4</b> Reviewing existing products to inform design ideas Following, but adapting, an existing recipe, preparing food hygienically Reflecting on and identifying flavours from a prototype, reviewing what aspects to improve Understanding the cost implications</p>
<b>Art &amp; DT Key Vocabulary</b>	<p><b>Art</b> <b>Year 3</b> Intermediate, Contrast, Shading, Abstract, Space, Dye, Pigment <b>Year 4</b> Warm/Cool, Tone, Outline, Shadow, Value, Balance, Symmetry, Wash, Still life</p>			<p><b>DT</b> <b>Year 3</b> Prototype, Manufacture, Textile, Stability, Adapt, Exploded diagram <b>Year 4</b> Isometric, Fastening</p>		
<b>Years 5 and 6</b>						
	<b>Autumn A</b>	<b>Spring A</b>	<b>Summer A</b>	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
<b>Art and DT</b>	<p><b>Year 5</b> Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices.</p> <p><b>Year 6</b> Use the language of art with greater sophistication when discussing own and others' art. Give reasoned evaluations of their own and others' work which take account of context and intention.</p>			<p><b>Year 5</b> Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices.</p> <p><b>Year 6</b> Use the language of art with greater sophistication when discussing own and others' art. Give reasoned evaluations of their own and others' work which take account of context and intention.</p>		
	<p><b>Bayeux Tapestry</b> <b>Year 5</b> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p>	<p><b>Sculpture in bronze, Henry Moore and Barbara Hepworth</b> <b>Year 5</b></p>	<p><b>Influenced Caravaggio, Michelangelo, Picasso and Damien Hirst</b> <b>Year 5</b></p>	<p><b>Emma Jeffries, Emma McClure, Alasdair Lindsay</b> <b>Year 5</b></p>	<p><b>Van Gogh, Mark Garlick, Danny Flynn</b> <b>Year 5</b> Select and mix more complex colours to depict thoughts and feelings. Study the work of artists.</p>	<p><b>Tiki, Whakairo carving</b> <b>Year 5</b> Develop understanding of texture through practical making activities.</p>

	<p>Construct patterns through various methods to develop their understanding.</p> <p><b>Year 6</b></p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artist's work. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p>Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line.</p> <p><b>Year 6</b></p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Develop ideas through sketches, enhance knowledge, skills and technique using experimental media in sketchbooks.</p> <p><b>Year 6</b></p> <p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p>	<p>Develop and increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p><b>Year 6</b></p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>	<p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p><b>Year 6</b></p> <p>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Study the work of artists.</p> <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p>	<p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <p><b>Year 6</b></p> <p>Understand how artists manipulate materials to create textures.</p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>
	<p><b>Mechanisms (e.g. pop-up books)</b></p> <p><b>Year 5</b></p> <p>Planning using storyboards and designs, communicating through annotated illustrations, identifying where mechanisms will operate in the design</p> <p>Making functional components using layers and spacers to construct pages, cutting and assembling with accuracy</p> <p>Revisiting and reflecting on progress at numerous points</p> <p>Consolidating knowledge on sliders, levers and linkages, identifying inputs and outputs, utilising methods of paper modelling and folding to improve resilience.</p> <p><b>Year 6</b></p> <p>Drawing and annotating exploded and cross-sectional diagrams</p> <p>Measuring, marking and cutting materials accurately, selecting appropriate equipment and assembling components accurately</p> <p>Understanding the relationship between the parts and establish a stable frame</p>	<p><b>Textiles (e.g. waistcoats)</b></p> <p><b>Year 5</b></p> <p>Designing for a purpose, considering which techniques and materials to use creating a paper pattern piece</p> <p>Selecting and using appropriate stitch types</p> <p>Identify poor sewing technique and rectify</p> <p>Identifying methods of joining fabric, running stitch, cross stitch and blanket stitch</p> <p><b>Year 6</b></p> <p>Devising a list of design criteria, sketching and annotating design ideas onto a pattern piece amending the measurements to suit the client</p> <p>Marking out, cutting and joining fabrics accurately, creating a consistent seam and attaching fastening, applying decorative features</p> <p>Exploring existing products and considering the user, materials and shape, evaluating the final outcome against the design criteria</p> <p>Knowing how to create hidden seams, accurate and consistent stitched and secure fastenings</p>	<p><b>Food</b></p> <p><b>Year 5</b></p> <p>Adapting an existing recipe</p> <p>Cutting, preparing and cooking veg and meat hygienically using kitchen equipment in safe manner, recognising when meat is cooked</p> <p>Tasting and feedback on existing products, suggesting substitute ingredients</p> <p><b>Year 6</b></p> <p>Working to a time scale</p> <p>Working with food hygienically</p> <p>Tasting, scoring and evaluating products</p> <p>Understanding the risks of meat and fish when not cooked or stored properly</p>	<p><b>Structures (e.g. bridges)</b></p> <p><b>Year 5</b></p> <p>Designing arch and truss bridges, modelling various methods of bridge making</p> <p>Using triangulation for bracing selecting appropriate tools and equipment to cut wood down to size and sandpaper to achieve a high-quality finish</p> <p>Testing through trial and error to evaluate the success of functional properties, design and materials</p> <p>Understanding the importance of compression and tension in bridges, establishing methods or reinforcing more complex structures to improve</p> <p><b>Year 6</b></p> <p>Increasing more demanding practical skills selecting materials for the aesthetic and functional properties, make strengthen and stiffen a range of structures</p> <p>Evaluating and analysing existing structures</p> <p>Applying knowledge of construction techniques to realise design ideas, stabilising more complex structures using bracing</p>	<p><b>Electrical systems (e.g. steady hand games)</b></p> <p><b>Year 5</b></p> <p>Identify the target audience considering methods of incorporating the circuitry</p> <p>Selecting materials based on their properties creating and incorporating a functional series circuit</p> <p><b>Year 6</b></p> <p>Generating ideas through sketching and discussion, modelling ideas through prototypes, establishing a list of design criteria</p> <p>Selecting and using appropriate materials and equipment to cut, measure and mark accurately including set square and rulers</p> <p>Adapting products to improve functionality, testing that the product is fit for purpose</p> <p>Creating and using electric series circuits effectively, knowing how to make electromagnetic motors</p>	
<b>Art &amp; DT Key Vocabulary</b>	<p><b>Art</b></p> <p><b>Year 5</b></p> <p>Complementary, Blend, Crosshatch, Reflection, Contrast, Movement, Tints</p> <p><b>Year 6</b></p> <p>Monochromatic, Perspective, Composition, Vanishing Point, Proportion</p>			<p><b>DT</b></p> <p><b>Year 5</b></p> <p>Functionality, Design specification, Annotate, Technique</p> <p><b>Year 6</b></p> <p>Synthesising, Abstract compositions, Cross-section, Intolerance, Substitute</p>		