

Finlay Community School

Art and Design Technology

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Art and Design Technology Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Art and DT teaching should, "engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." We intend to ensure children have the opportunity to explore using different mediums and build upon their skills as they progress through the school. Through the teaching of art and design, we intend to promote the spiritual, moral, cultural and physical development of pupils and prepare them for later life. This relates back to our SMILE values, as children will gain a greater understanding of the world through the cultural contributions of artists and designers while enhancing and refining their own skills.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *I wonder...*
4. *I wonder...*
5. *Once upon a time ...*
6. *Moving on up! Transition to Year 1*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greece and the Olympics*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 5

1. *Invaders and Settlers: Anglo Saxons and Vikings*
2. *The Rainforest: North and South America, Deforestation*
3. *Chocolate: Mayans and Aztec Civilization*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

Year 2

1. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *Heroes in History: Florence Nightingale and Mary Seacole*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder...		Once Upon a Time	Moving on
Art Content DT Content	ART - draw/paint a self portrait Van Gogh Giuseppe Arcimbaldo	ART- Autumn Collage using leaves and celebrating this time of year Andy Goldsworthy ART- Bonfire night painting	DT make rockets using junk modelling- Science links materials	ART- Collage and painting	DT- Make a bear/pig/wolf mask linked to traditional tales	DT- Healthy me food preparation
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Art Content DT Content	ART draw a toy/teddy- could be a modern toy or toy from the past. Could be children's own item. Kathy Hildebrandt	DT- Construction and Mechanical Skills- make a toy car using axels and wheels	DT: Textiles- Make a stuffed toy or puppet using a running stich	ART Painting hot and cold places (Artic V Australia) Using Cold and warm colours Aborigine Art	DT: Make a space rocket by cutting materials safely using simple tools. Demonstrate some cutting and shaping techniques	ART Collage- space art collage
Year 2	The Great Fire of London & The Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole	
Art Content DT Content	Art: Painting- Great Fire of London	DT Great fire of London moving picture incorporating levers and sliders	ART Use weaving techniques- take	DT: Food- recipes from around the world.	ART and DT Use dip Dye techniques to make a travel purse/bag	Art: Tealight holders

	Look at older artists and Modern Fire art	Pop up books artists	inspiration from African Kente cloth			
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Art Content DT Content	ART Painting- cave painting project. Watercolour wash background with layered paint detail including animals. Charcoals and oil pastel included to add extra detail. Peter Khan - uses a variety of mediums to create the weathered surfaces of his impressive landscapes, including clay, French chalk and Shellac with oil	ART Painting and Drawing. Study Stonehenge. Create a silhouette painting of Stonehenge at sunset or sunrise	ART Printing, drawing- create prints inspired by Hokusai's many depictions of Mount Fuji. Look at the 36 views of Mount Fuji and the Great Wave. Photographer artists	DT- Construct a volcano choosing suitable techniques to strengthen design	ART Mixed media collage portraits in the style of ancient Egyptians incorporating mosaic and montage	DT- Egyptian recipes and cooking
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Art Content DT Content	ART Sculpture - clay - Roman pottery Modern ceramist- coil technique	DT Food- Roman Banquet DT- Mechanical skills - levers, pulleys etc on Chariot	ART Sketching - sea shells Leonardo da Vinci- observational drawings	ART Paint Watercolour washes for the sea	ART and DT Weaving	DT: Sewing a badge with a letter

Year 5	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	
Art Content DT Content	DT: (Cooking) Anglo Saxon recipes	DT: Viking long ship using wood and cardboard	ART Collage (texture): Rainforest Henri Rousseau	DT: Cam mechanism incorporating rainforest animals	ART: Observational drawing (realistic) including shade and tone - animals	ART Print making: inspired by Mayan culture
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Art Content DT Content	ART Sculpture (using wire and moulds) - create a clay poppy Poppy sculpture	DT- Textiles- Join textiles with a combination of stitching techniques. Mend and make do linked to WW2	ART Painting (David McEown - Antarctic Peninsula) Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.	ART Drawing Observational drawing - including lines, shadow and movement of Penguins to create an additional layer to artwork. Endurance	DT Construction, Materials and Mechanical: Lighthouse that lights up	DT: Textiles Mary Quant

Progression of Knowledge, Skills and Understanding in the National Curriculum

Art: Developing Ideas

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Collect and record ideas</i>	<i>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</i>	<i>Develop their own ideas and then decide which materials to use to express them.</i>	<i>Explore use and refine a variety of artistic effects to express their ideas and feelings.</i>	<i>Use artwork to record ideas</i>	<i>Give reasons for his/her preferences when looking at art/craft or design work</i>	<i>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</i>	<i>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</i>	<i>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</i>	<i>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</i>
<i>Evaluating and explaining</i>	<i>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</i>	<i>Use informal language to describe their work such as pointy, spotty, blobs etc.</i>	<i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used.</i>	<i>Explore what he/she likes about the work of others</i>	<i>Explore and explain what he/she likes about the work of others including notable artists</i>	<i>Give reasons for his/her preferences when looking at art/craft or design work</i>	<i>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</i>	<i>Evaluate his/her work against their intended outcome</i>	<i>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</i>
<i>Using different techniques</i>	<i>Manipulate and play with</i>	<i>Explore different materials</i>	<i>Create collaboratively, sharing idea</i>	<i>Experiment with different</i>	<i>Select particular techniques</i>	<i>Experiment with different materials to</i>	<i>Use taught technical skills to</i>	<i>Confidently and systematically investigate the</i>	<i>Refine his/her use of learnt techniques</i>

	different materials. Using all their sense to explore them.	freely, in order to develop their ideas about how to use them and what to make.	resources and skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	materials to design and make products in two and three dimensions	to create a chosen product and develop some care and control over materials and their use	create a range of effects and use these techniques in the completed piece of work	adapt and improve his/her work	potential of new and unfamiliar materials and use these learnt techniques within his/her work	
Understand and describe the work of other artists/architects				Refine his/her use of learnt techniques	Know that different artistic works are made by craftspeople from different cultures and times	Know about some of the great artists, architects and designers in history and describe their work	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

Progression of Knowledge, Skills and Understanding in the National Curriculum

Painting

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Use different brushes and brush techniques</i>	<p>Start to make marks intentionally</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p>	<p>Use large muscle movements to paint and make marks</p>		<p>Use thick and thin brushes.</p>	<p>Can choose the appropriate thickness of brush</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>Choose and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>Use a range of brush techniques and the qualities of paint to create texture.</p>	<p>Choose and use a range of brush techniques and the qualities of paint to create texture.</p>
<i>Creating and using colour</i>	<p>Experiments with blocks, colours and marks</p>	<p>Explores colour and how colours can be changed</p> <p>Show emotions in their paintings like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing</p>	<p>Explores what happens when he/she mixes colours</p>	<p>Mix primary colours to make secondary.</p>	<p>Create colour wheels from the primary colours (creating secondary colours)</p>	<p>Mix colours to create shades and tones</p>	<p>Mix colours effectively to create shades and tones. Add white to colours to make tints and black to colours to make tones.</p>	<p>Experiment with creating mood with colour.</p>	<p>Combine colours, tones and tints to enhance the mood of a piece.</p>

<i>Use watercolour</i>						<i>Use watercolour paint to produce washes for backgrounds</i>	<i>Use watercolour paint to produce washes for backgrounds then add detail.</i>	<i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</i>	<i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.</i>
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Collage

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Create texture</i>		<i>Is beginning to be interested in and describe the texture of things</i>	<i>Experiments to create different textures</i>	<i>Mix materials to create texture</i>		<i>Select and arrange materials for a striking effect.</i>		<i>Mix textures (rough and smooth, plain and patterned).</i>	
<i>Using different techniques</i>		<i>Use one-handed tools and equipment. For example making snips in paper with scissors</i>	<i>Understands that different media can be combined to create new effects</i>	<i>Sort and arrange materials.</i>		<i>Ensure work is precise.</i>		<i>Make textured collages from a variety of media and by folding, crumpling and tearing materials</i>	
<i>Using different techniques</i>		<i>Create and extend patterns ABAB- stick, leaf, stick leaf</i> <i>Explore different materials and tools safely- Use one handed tools such as scissors</i>	<i>Use a range of tools confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors</i>	<i>Use a combination of materials that are cut, torn and glued.</i>		<i>Use coiling, overlapping, tessellation, mosaic and montage</i>		<i>Use ceramic mosaic materials and techniques.</i>	

		<i>Join different materials and explore different textures.</i>							
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Sculpture

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Using shape</i>					<i>Use a combination of shapes.</i>		<i>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</i>		<i>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</i>
<i>Creating texture</i>					<i>Include lines and texture.</i>		<i>Include texture that conveys feelings, expression or movement.</i>		<i>Use tools to carve and add shapes, texture and pattern.</i>
<i>Materials</i>					<i>Use rolled up paper, straws, paper, card and clay as materials.</i>		<i>Use clay and other mouldable materials.</i>		<i>Use frameworks (such as wire or moulds) to provide stability and form.</i>
<i>Appearance</i>					<i>Use techniques such as rolling, cutting,</i>		<i>Add materials to provide interesting detail.</i>		<i>Combine visual and tactile qualities.</i>

					<i>moulding and carving.</i>				
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Drawing

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Drawing</i>	<p>Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me."</p> <p>Enjoy drawing freely</p> <p>Add marks to a drawing that has meaning to them. For example, 'That is mummy'</p> <p>Make marks on a picture to stand for their name</p>	<p>Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Add some marks to a drawing which they give meaning to for example 'That says Mummy'.</p> <p>Write some or all of their first name</p> <p>Create closed shapes with continuous lines, and begin to use</p>	<p>Show preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Explore mark-making using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk</p>	<p>Draw lines of different sizes and thickness.</p>	<p>Use different tools to show line, tone and texture.</p>	<p>Use different hardness of pencils to show line, tone and texture.</p>	<p>Use lines to represent movement.</p>	<p>Use a variety of lines to represent movement.</p>

		<p>these shapes represent objects.</p> <p>Show emotions in drawing such as happiness, sadness, fear etc.</p>							
<p>Colouring own work</p>		<p>Use a comfortable grip with good control when holding pens and pencils</p>	<p>Show different emotions in their drawings and paintings like happiness, sadness, fear etc.</p>	<p>Colour (own work) neatly following the lines.</p>	<p>Colour (own work) neatly following the lines, choosing what style of felt tip/pencil to use.</p>		<p>Annotate sketches to explain and elaborate ideas.</p>		
<p>Sketching and drawing to create different styles</p>		<p>Use large muscle movements to make marks</p> <p>Develop manipulation when mark making</p> <p>Draw with complexity and detail, such as representing a face with a circle and including details</p> <p>Use drawing to represent</p>			<p>Show pattern and texture by adding dots and lines.</p>	<p>Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>Sketch lightly (no need to use a rubber to correct mistakes) by choosing an appropriate tool to use (style of pencil).</p>	<p>Explore different styles of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Choose different styles of drawing dependent on the task (e.g. realistic or impressionistic)</p>

		<i>ideas like movement or loud noises.</i>							
<i>Tone and shading</i>					<i>Show different tones by using coloured pencils.</i>	<i>Use shading to show light and shadow.</i>	<i>Use hatching and cross hatching to show tone and texture.</i>	<i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i>	<i>Use a choice of techniques to depict movement, perspective, shadows and reflection.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Printing

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Using Layers</i>				<i>Use repeating or overlapping shapes.</i>		<i>Use layers of two or more colours.</i>		<i>Build up layers of colours.</i>	
<i>Patterns</i>				<i>Mimic print from the environment (e.g. wallpapers).</i>		<i>Replicate patterns observed in natural or built environments.</i>		<i>Create an accurate pattern, showing fine detail.</i>	
<i>Materials Used</i>				<i>Use objects to create prints (e.g. fruit, vegetables or sponges).</i>		<i>Make printing blocks (e.g. from coiled string glued to a block).</i>		<i>Use a range of visual elements to reflect the purpose of the work</i>	
<i>Techniques</i>				<i>Press, roll, rub and stamp to make prints.</i>		<i>Make precise repeating patterns.</i>			

Progression of Knowledge, Skills and Understanding in the National Curriculum

Digital Media

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Digital media</i>			<i>Interact and explore their environment using a range of multimedia equipment, including digital cameras, video cameras to capture still or moving images</i>		<i>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</i>		<i>Create images, video and sound recordings and explain why they were created.</i>		<i>Enhance digital media by editing (including sound, video, animation, still images and installations).</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Textiles

	<i>Birth to 3 Years</i>	<i>3 to 4 Years</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Weaving</i>					<i>Use weaving to create a pattern.</i>		<i>Create weavings.</i>		<i>Print on fabrics using tie-dyes or batik</i>
<i>Stitching</i>					<i>Sort, cut and shape fabrics and experiment with ways of joining them</i>		<i>Develop techniques to join fabrics and apply decorations such as a running or over stitch</i> <i>Shape and stitch materials.</i>		<i>Choose from a range of stitching techniques.</i> <i>Combine previously learned sewing techniques to create pieces with a seam allowance.</i>
<i>Using colour and finishing effect on fabric</i>					<i>Use dip dye techniques.</i> <i>Use plaiting.</i>		<i>Colour fabric.</i> <i>Quilt, pad and gather fabric.</i>		<i>Print on fabrics using tie-dyes or batik</i> <i>Show precision in techniques.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Inspiration from Famous people

	Birth to 3 Years	3 to 4 Years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Discuss, research and replicate the works of people from the past</i>				<i>Discuss the work of notable artists, artisans and designers.</i>	<i>Describe the work of notable artists, artisans and designers.</i>	<i>Know about and replicate some of the great artists, architects and designers in history and describe their work</i>	<i>Describe and replicate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</i>	<i>Research and discuss and replicate various artists, architects and designers and discuss their processes and explain how these were used in the finished product</i>	<i>Research, describe and sketch the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</i>
<i>Use learning to inspire independent work.</i>				<i>Use some of the ideas of artists studied to create pieces.</i>		<i>Create original pieces that are influenced by studies of others</i>		<i>Show how the work of those studied was influential in both society and to other artists.</i>	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Food

	Pre-school - Birth to 3 years	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling Tools	<p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Lift objects up to suck them.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Use simple tools (scissors, cutlery) prepare ingredients safely and hygienically.</p>	<p>Use a bridge to cut ingredients safely. Use appropriate to safely and hygienically peel or grate</p>	<p>Prepare ingredients hygienically using appropriate utensils and techniques</p>	<p>Prepare ingredients hygienically using appropriate utensils, techniques and processes (blending, melting, kneading, whisking, juicing)</p>	<p>Select appropriate ingredients and select and use a wide range of techniques to combine them</p>	<p>Research and select appropriate ingredients and select and use a wide range of techniques to combine them. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p>
Measuring	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.(maths)</p>	<p>Make comparisons between objects relating to size, length, weight and</p>	<p>Begin to measure or weigh using measuring cups or electronic scales.</p>	<p>Measure or weigh accurately using various equipment, such as measuring cups or</p>	<p>Measure ingredients to the nearest gram accurately.</p>	<p>Measure ingredients to the nearest gram/ml accurately, using a range of equipment.</p>	<p>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p>	<p>Measure accurately, using both metric and imperial units, and calculate ratios of ingredients to</p>

		<i>capacity. (maths)</i>		<i>electronic scales.</i>				<i>scale up or down from a recipe.</i>
<i>Follow a recipe</i>			<i>Assemble or cook using a small number of ingredients</i>	<i>Assemble or cook using a larger variety of ingredients</i>	<i>Read and follow a recipe that involves using simple techniques.</i>	<i>Read and follow a recipe which involves several processes, skills and techniques.</i>	<i>Demonstrate a range of baking and cooking techniques.</i>	<i>Demonstrate a range of baking and cooking techniques, applying knowledge of previous skills.</i>
<i>Create recipes</i>					<i>Begin to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</i>	<i>Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).</i>	<i>Create recipes, including ingredients and methods, and choice of appropriate electrical equipment.</i>	<i>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Materials

	<i>Pre-school- Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Control and accuracy when cutting</i>		<i>Progress towards a more fluent style of moving, with developing control and grace.</i>	<i>Cut materials safely using simple tools with support e.g. children's scissors</i>	<i>Cut materials safely using tools provided e.g. fabric scissors</i>	<i>Cut materials safely by selecting appropriate tools from a choice.</i>	<i>Cut materials accurately and safely by selecting appropriate tools from a range of options.</i>	<i>Cut materials with more accuracy and refine the finish with a given tool (such as sanding wood after cutting).</i>	<i>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</i>
<i>Measure with accuracy</i>			<i>Measure and mark out using a template.</i>	<i>Measure and mark out to the nearest centimetre.</i>	<i>With support, measure and mark out to the nearest centimetre or millimetre.</i>	<i>Measure and mark out to the nearest millimetre.</i>	<i>Begin to show an understanding of the qualities of materials, and choose appropriate tools to cut and shape from a given choice (such as the nature of fabric may require sharper scissors than would be used to cut paper).</i>	<i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</i>

<p>Cutting and shaping techniques</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Demonstrate some cutting and shaping techniques (such as tearing, cutting, simple shapes, folding and curling).</p>	<p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>Begin to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p>	<p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p>		
<p>Joining techniques</p>			<p>Begin to demonstrate a range of joining techniques (such as a range of glue types appropriate to the task).</p>	<p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	<p>Begin to select appropriate joining techniques from a choice of three.</p>	<p>Select from a range of appropriate joining techniques for a task</p>	<p>With support, make careful and precise measurements so that joins are in exactly the right place.</p>	<p>With support, make careful and precise measurements so that joins are in exactly the right place.</p>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Textiles

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Shaping textiles</i>	<i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i>		<i>Shape textiles using simple templates.</i>	<i>Shape textiles using a range of templates.</i>		<i>Understand the need for a seam allowance.</i>		<i>Create various objects that employ a seam allowance.</i>
<i>Using stitches</i>			<i>Join simple materials using a straight running stitch (holes can already be given).</i>	<i>Join a range of textiles using running stitches.</i>		<i>Join textiles with two types of stitching.</i>		<i>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</i>
<i>Decorate items</i>	<i>Use large-muscle movements to wave flags and streamers, paint and make marks</i>		<i>Colour and decorate textiles using simple techniques (adding sequins with glue or printing with paint).</i>	<i>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins with hot glue or printing).</i>		<i>Select the most appropriate techniques from a wide range of options to decorate textiles.</i>		<i>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Electronic Skills

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Use electronics and circuits</i>				<i>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</i>		<i>Create series and parallel circuits</i>		<i>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Computing Skills

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Use computing to design a product</i>			<i>Model designs using simple software</i>	<i>Model designs using software</i>	<i>Control and monitor models using simple software designed for this purpose.</i>	<i>Control and monitor models using software designed for this purpose.</i>	<i>Write code to control and monitor models or products</i>	<i>Write code and apply understanding of software to control and monitor models or products</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Construction Skills

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Construct products</i>	<i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>		<i>Use materials to practise screwing and glue to make products stronger.</i>	<i>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</i>	<i>Choose suitable techniques to construct and strengthen products.</i>		<i>Develop practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</i>	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Mechanical Skills

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Create mechanical products</i>		<i>Create collaboratively, sharing ideas, resources and skills.</i>	<i>Create products using axles and wheels.</i>	<i>Create products using levers, sliders, wheels and winding mechanisms</i>	<i>Begin to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers and winding mechanisms).</i>	<i>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</i>	<i>Explore a range of mechanical systems for designing and making that include converting rotary motion to linear using cams.</i>	<i>Use complex mechanical systems both in designing and making, including converting rotary motion to linear using cams.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Design, Make, Evaluate and Improve

	Pre-school - Birth to 3 years	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design products	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Choose the right resources to carry out their own plan.</p>		Begin to design products that have a clear purpose and an intended user.	Design products that have a clear purpose and an intended user.	Design with purpose by beginning to identify a user.	Design with purpose by identifying opportunities to design.	Design with the user in mind, and be given the service the product will offer.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
Make products	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Make products, and begin to refine the design as work progresses.	Make products, refining the design as work progresses.	Make products by beginning to work efficiently (such as by carefully selecting materials).	Confidently make products by working efficiently (such as by carefully selecting materials).	Begin to make products through stages of prototypes, making continual refinements with support.	Make products through stages of prototypes, making continual refinements.
Refine work		Explore, use and			Refine work and	Refine work and techniques	Begin to consider the	Ensure products have a high

		refine a variety of artistic effects to express their ideas and feelings.			techniques as work progresses.	as work progresses, continually evaluating the product design.	finish of a product, using art skills where appropriate.	quality finish, using art skills where appropriate.
<i>Use software</i>			Begin to use simple software to design.	Use a range of software to design.	Begin to use simple software to design and represent product designs.	Use a bigger range of software to design and represent product designs.	Use prototypes and computer aided designs to represent designs.	Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

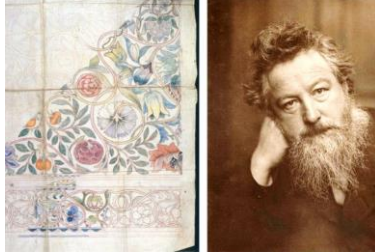
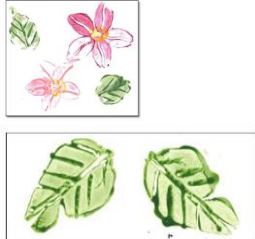


Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Take inspiration from design throughout history

	<i>Pre-school - Birth to 3 years</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Explore objects and designers</i>	<i>Explore how things work.</i>		<i>Explore objects to identify likes and dislikes of the designs.</i>	<i>Explore objects and designs to identify likes and dislikes of the designs.</i>	<i>Identify some of the great designers in all of the areas of study to generate ideas for designs.</i>	<i>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</i>	<i>Combine some elements of design from a range of inspirational designers throughout history.</i>	<i>Confidently combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</i>
<i>Discuss a product and suggest improvements</i>			<i>Suggest improvements to existing designs, with support.</i>	<i>Suggest improvements to existing designs.</i>	<i>Improve upon existing designs, giving reasons for choices.</i>	<i>Improve upon a range of existing designs, giving reasons for choices.</i>	<i>Begin to create innovative designs that improve upon existing products.</i>	<i>Create innovative designs that improve upon existing products.</i>
<i>Consider how a product has been made</i>		<i>Share their creations, explaining the process they have used.</i>	<i>Begin to consider how products have been created</i>	<i>Explore how products have been created</i>	<i>Disassemble simple products to understand how they work.</i>	<i>Disassemble products to understand how they work.</i>	<i>Evaluate the design of products, and begin to suggest improvements to the user experience.</i>	<i>Evaluate the design of products so as to suggest improvements to the user experience.</i>

Knowledge Organisers

Below is an example of a knowledge organiser. These are used half termly for each class.

Knowledge Organiser – Art and Design and Technology		
Year 1	Autumn 2	Focus: Art – printmaking (3 weeks) DT – construction moving cars (4 weeks)
Lesson Key Question	Activity Focus	Sticky Knowledge
<p>Lesson 1: Who is William Morris and what does he create?</p>	<p>Children will study William Morris. They will look at Morris's fabric and wallpaper designs and at the sketchbooks in which he developed and recorded his ideas. In their art books they will identify the characteristic features of Morris's work and they will create pencil drawings like those in his own sketchbook.</p>	<ul style="list-style-type: none"> William Morris (24 March 1834 – 3 October 1896) was a British textile designer, poet and artist, associated with the British Arts and Crafts movement. He was a major contributor to the revival of traditional British textile arts and methods of production. Morris was actively involved in designing furniture, stained glass, textiles, wallpapers, and tapestries from the 1860s through the 1890s. 
<p>Lesson 2: What is printing?</p>	<p>The children will look at simple traditional printing techniques and learn how to print using simple printing materials. Using modelling clay, the children will make simple printing blocks. They will cover the clay with a thin layer of paint and use it to build up a pattern of leaves and flowers. Once they children have used their block a number of times, they will wipe it clean and use the modelling clay to make another shape.</p>	<ul style="list-style-type: none"> Simple printing technique involves a mould being made, dipped into ink/ paint and then placed on the material to be printed. Modelling clay can be moulded into a variety of shapes to make a printing block Only a thin layer of paint is needed to make a pattern on a piece of paper/material Patterns can be made by repeating a pattern or overlapping a shape 
<p>Lesson 3: Can I create my own wallpaper/wrapping paper inspired by William Morris?</p>	<p>Children to use the skill of making a printing block and adding thin layer of paint to create their own wallpaper inspired by William Morris using repeating and over lapping shapes. Look at this web site for idea about creating wallpaper https://www.willinghamprimaryschool.co.uk/blog/?pid=6&nid=6&storyid=125</p>	<ul style="list-style-type: none"> Create a variety of interesting shapes to create a piece of wallpaper. Patterns can be created from repeating patterns. Details can be added by overlapping patterns Wallpaper uses matching and repeating patterns so they can be used over large spaces 
<p>Lesson 4: How do moving vehicles work?</p>	<p>Children will look at a variety of toys that move across the floor using wheels. They will discuss what is needed for a vehicle to move, discussing the axle, shape of the wheels and the size of the vehicle on top so that it does not fall over.</p>	<ul style="list-style-type: none"> For a vehicle to move, it needs 2 axles A moving vehicle needs round wheels The axles are attached to a chassis The top part of the vehicle needs to be small so it does not topple over 
<p>Lesson 5 and 6: Can I design and make a vehicle with moving wheels?</p>	<p>Children will design their vehicles and identify the parts they need to make their vehicles. They will create their vehicles based on their designs using wheels, axles and card to create the main body</p>	<ul style="list-style-type: none"> Wheels need an axle for it to move without sticking (Friction) Wheels need to be attached to the axle on each side of the chassis (body) of the car The chassis (body) of the car needs to be even so it does not fall over

Lesson 7: How well do our vehicles travel?

The children will evaluate the final design of their vehicle against their initial design of the car. Secondly, they will test the movement of the cars through testing how far the car will move along the ground and run down a slope to see how successful the wheels and axles are on their vehicles. Finally, children will suggest any improvements to their designs

- Is my design successful?
- What improvement can I make to my original design/ movement of my car.

Vital Vocabulary

William Morris



A famous printer of wallpaper and materials

wallpaper



Paper products that are hung on walls as a covering. They usually contain a pattern that repeats. This can be through shapes repeating or overlapping.

Printing blocks



Printing block can be used to create repeating patterns. They can either create a repeating pattern or overlap the pattern.

Repeating and overlapping patterns

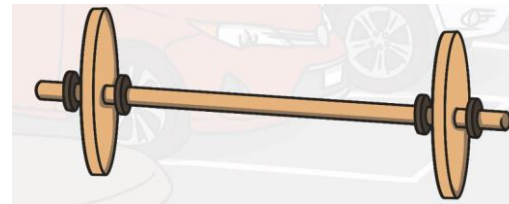


A repeating pattern uses the same image over again side by side or underneath



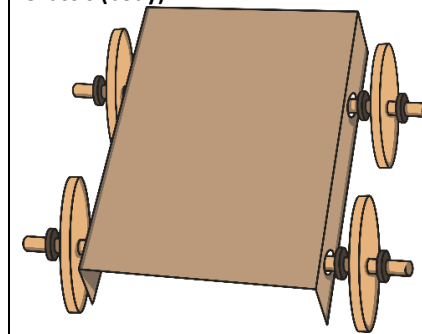
An overlapping pattern is when it goes over the previous shape.

axle



The wheels on the toy car move at the same time and speed because each pair of wheels is attached to a pole called an axle. They need to move freely without being caught on anything (FRICTION)

Chassis (body)



An axle needs to be attached to the chassis (said 'shah-see'). A chassis is the frame upon which the rest of the vehicle is built.

Characteristics of Effective Art/DT Teaching

What would I see in a unit of Art/DT? What would I see in a Lesson?

<p>Recap at the beginning of the lesson to teach children how this unit links to their previous learning and how the art/design based skills feed into the history/geography/science theme they are covering.</p>	<p>Developing art and design skills through teaching in a sequence of lessons. Relating back to previous years' work and skill acquisition where applicable.</p>	<p>Asking and answering art/DT based questions. Children are given the opportunity to share their ideas and opinions about art/artist and develop their own ideas around what they like or do not like about a certain artist or designers work.</p>
<p>Language rich: using and developing art/design language and terminology.</p>	<p>5-minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</p>	<p>Children evaluating their work and given opportunity to modify and refine ideas. Where possible- children able to share work with peers (gallery wall, gallery walk around class 5 minutes at the end of lesson)</p>
<p>Use of artists and designers where appropriate for inspiration and to provide a historical and cultural context.</p>	<p>Model art/design skill and have examples for the children to see the stages of making and an idea of a final outcome</p>	<p>Development of knowledge, skills and understanding in line with the National Curriculum.</p>