

# 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. Once Upon a Time: Fairytales and Traditional Tales
4. Once Upon a Time
5. 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	Once Upon a Time		Are we nearly there yet?	Moving on up!
Art Content DT Content	ART - draw/paint a self portrait	ART- Autumn Collage using leaves and celebrating this time of year  ART- Bonfire night painting	DT Three little pigs create the pigs houses using straw, paper, sticks and junk modelling- Science links materials  ART- Collage and painting Bean stalks		DT- Make a Bear Mask	DT- Party food recipes for end of year picnic
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Art Content DT Content	ART - Painting toys	ART Printmaking - create a print inspired by William Morris (Wallpaper designs from the Victorian era)  DT- Construction and Mechanical Skills- make a toy car using axels and wheels	DT: Textiles- Make a stuffed toy or puppet using a running stitch	ART Painting hot and cold places (Artic V Australia) Using Cold and warm colours	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 inspiration from African or	ART Painting- landscapes from around the world. Mix colours for a colour wheel		Pottery - tealight holders

			South American traditional textiles	DT: Food- recipes from around the world.		
			ART and DT Use dip Dye techniques to make a travel purse/bag			
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.	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.	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	DT Food- Roman Banquet  DT- Series and parallel circuits (science link) Mechanical skills - levers, pulleys etc on Chariot	ART Sketching - sea shells	ART Paint Watercolour washes for the sea	Weaving	Textiles - making a badge
Year 5	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	

<p>Art Content</p> <p>DT Content</p>	<p>DT: (Cooking) Anglo Saxon recipes</p>	<p>DT: Viking long ship using wood and cardboard</p>	<p>ART Collage (texture): Rainforest</p> <p>DT: Cam mechanism incorporating rainforest animals</p>	<p>ART Drawing (realistic) including shade and tone - animal</p>	<p>DT (Cooking) recipes made with chocolate - links to Science</p>	<p>ART Print Making inspired by Mayan culture</p>
<p>Year 6</p>	<p>We'll Meet Again! World War 2</p>		<p>Ice Explorer Arctic and Antarctica</p>		<p>Let Me Entertain You! History of Entertainment</p>	
<p>Art Content</p> <p>DT Content</p>	<p>ART Sculpture (using wire and moulds) - create a clay poppy</p>	<p>DT- Textiles- Join textiles with a combination of stitching techniques. Mend and make do linked to WW2</p>	<p>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.</p>	<p>ART Drawing Observational drawing - including lines, shadow and movement of Penguins to create an additional layer to artwork.</p> <p>DT Construction, Materials and Mechanical: Lighthouse that lights up</p>	<p>ART Digital Media: Stop start animation: Silent movie Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>ART Printing, Textiles, Materials Creating costumes with seam allowance and printing</p>

# 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

	Birth to 3 Years	3 to 4 Years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Start to make marks intentionally	Use large muscle movements to		Use thick and thin brushes.	Can choose the appropriate	Use a number of brush	Choose and use a number of brush	Use a range brush techniques and	Choose and use a range brush

Use different brushes and brush techniques	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	paint and make marks			thickness of brush	techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	the qualities of paint to create texture.	techniques and the qualities of paint to create texture.
Creating and using colour	Experiments with blocks, colours and marks	Explores colour and how colours can be changed  Show emotions in their paintings like happiness, sadness, fear etc.  Explore colour and colour mixing	Explores what happens when he/she mixes colours	Mix primary colours to make secondary.	Create colour wheels from the primary colours (creating secondary colours)	Mix colours to create shades and tones	Mix colours effectively to create shades and tones. Add white to colours to make tints and black to colours to make tones.	Experiment with creating mood with colour.	Combine colours, tones and tints to enhance the mood of a piece.
Use watercolour						Use watercolour paint to produce washes for backgrounds	Use watercolour paint to produce washes for backgrounds then add detail.	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.



# 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>	

		Join different materials and explore different textures.							
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## Progression of Knowledge, Skills and Understanding in the National Curriculum Sculpture

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

					and clay as materials.				
<i>Appearance</i>					Use techniques such as rolling, cutting, moulding and carving.		Add materials to provide interesting detail.		Combine visual and tactile qualities.

# 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</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</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 hardnesses 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>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>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 these shapes represent objects.</p> <p>Show emotions in drawing such as happiness, sadness, fear etc.</p>							
Colouring own work		<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>		
Sketching and drawing to create different styles		<p>Use large muscle movements to make marks</p> <p>Develop manipulation</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</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>

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

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Printing

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

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

## 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	Eat finger food and develop likes and dislikes.	Develop their small motor skills so	Use simple tools (scissors, cutlery) prepare	Use a bridge to cut ingredients	Prepare ingredients hygienically	Prepare ingredients hygienically	Select appropriate ingredients	Research and select appropriate

	<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>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>ingredients safely and hygienically.</p>	<p>safely. Use appropriate to safely and hygienically peel or grate</p>	<p>using appropriate utensils and techniques</p>	<p>using appropriate utensils, techniques and processes (blending, melting, kneading, whisking, juicing)</p>	<p>and select and use a wide range of techniques to combine them</p>	<p>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>
<b>Measuring</b>	<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 capacity. (maths)</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 electronic scales.</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 scale up or down from a recipe.</p>
<b>Follow a recipe</b>			<p>Assemble or cook using a small number of ingredients</p>	<p>Assemble or cook using a larger variety of ingredients</p>	<p>Read and follow a recipe that involves using simple techniques.</p>	<p>Read and follow a recipe which involves several processes, skills and techniques.</p>	<p>Demonstrate a range of baking and cooking techniques.</p>	<p>Demonstrate a range of baking and cooking techniques, applying knowledge of previous skills.</p>

Create recipes					Begin to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).	Create recipes, including ingredients and methods, and choice of appropriate electrical equipment.	Create and refine recipes, including ingredients, methods, cooking times and temperatures.
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# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Materials

	Pre-school- Birth to 3 years	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Control and accuracy when cutting		Progress towards a more fluent style of moving, with developing control and grace.	Cut materials safely using simple tools with support e.g. children's scissors	Cut materials safely using tools provided e.g. fabric scissors	Cut materials safely by selecting appropriate tools from a choice.	Cut materials accurately and safely by selecting appropriate tools from a range of options.	Cut materials with more accuracy and refine the finish with a given tool (such as sanding wood after cutting).	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).

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

			<i>appropriate to the task).</i>	<i>to strengthen).</i>				
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# 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>
<b>Shaping textiles</b>	<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>
<b>Using stitches</b>			<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>
<b>Decorate items</b>	<i>Use large-muscle movements to wave flags and streamers, paint and make marks</i>	.	<i>Colour and decorate textiles using simple techniques</i>	<i>Colour and decorate textiles using a number of techniques</i>		<i>Select the most appropriate techniques from a wide range of</i>		<i>Use the qualities of materials to create suitable visual and tactile effects in the decoration</i>

			(adding sequins with glue or printing with paint).	(such as dyeing, adding sequins with hot glue or printing).		options to decorate textiles.		of textiles (such as a soft decoration for comfort on a cushion).
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## Progression of Knowledge, Skills and Understanding in the National Curriculum

### Design & Technology: Electronic Skills

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

# 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
<b>Design products</b>	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.  Choose the right resources to carry out their own plan.		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).
<b>Make products</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.	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.
<b>Refine work</b>		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

*Knowledge organisers should be shared with the children at the beginning of each block of work.*

*In history, as this is the basis of each theme, the children will have one knowledge organiser per big term.*

*The children should take a copy of this home.*

*The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.*

*Knowledge Organisers should show:*

- Vocabulary*
- Sticky knowledge and Rapid Recall facts*

# Knowledge Organiser – Expressive arts and design

Reception

Autumn 1

Focus: self portraits

Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Who am I?	Children will look at themselves in the mirror they will draw what they see. This will allow adults to assess prior knowledge and assess at the end of the term	<ul style="list-style-type: none"> <li>We are all different</li> <li>We all have different facial features</li> </ul>
Lesson 2: Who draws pictures of faces?	There is an artist who draws pictures of people's faces. His name is Vincent Van Gogh. He painted lots of pictures but he also painted portraits of people. Children to complete a funny faces activity	<ul style="list-style-type: none"> <li>We all have different faces with different features</li> <li></li> </ul>
Lesson 3: Can I draw a portrait of myself?	The children will name the parts of a face – eyes, nose, mouth, ears.	Most people have <ul style="list-style-type: none"> <li>2 eyes</li> <li>1 nose</li> <li>1 mouth</li> <li>Hair</li> <li>2 cheeks</li> </ul>
Lesson 4: How am I the same as others? How am I different to others?	Children will explore how they are the same and different to others in the class. Children to look at how they can paint their face. What colour would they choose to paint their face? What shape is their face. Children will end the lesson by painting their face by choosing the colour they use	<ul style="list-style-type: none"> <li>Our faces are many different colours</li> <li>Our shape face is round and or long</li> </ul>
Lesson 5: How can I paint my own face?	The children will apply their learning from lesson 3 and 4 and begin to paint pictures of their faces. Adding in all their features including their hair, eyes, nose and mouth	<ul style="list-style-type: none"> <li>All faces are different</li> </ul>
Lesson 6:	The children will apply their learning from Lesson 3 and 4, to add details to the picture of their favourite toys. At the end of the lesson, their picture can be photographed, and they can annotate to show what different skills they used.	I know my hair colour is ... I have ... eyes I have a nose I have 1 mouth

## Vital Vocabulary

Vincent Van Gogh



A famous artist who painted his own portrait

Face



A part of the body  
mouth



the part on the face that you use to speak and eat

eyes



a part on the face that you look through

Nose



Part of the face that you use to smell

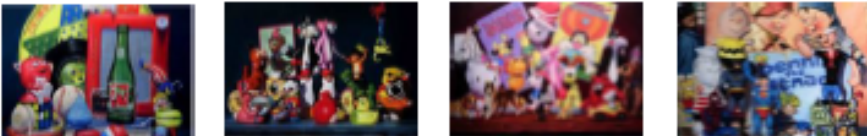




hair



This is found on the top of the head.



# Knowledge Organiser – Art and Design and Technology

Year 1		
Autumn 1		Focus: paint toys
Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Who is Kathy Hildebrandt? What does he draw and make?	<p>The children will look at Kathy Hildebrandt. They will look at her artwork linked to toys</p> <p>They will look at the work of Kathy Hildebrandt – Toys in the attic</p> <ul style="list-style-type: none"> <li>- What can they see in her work?</li> <li>- What does she draw?</li> <li>- Why has she chosen the toys in the pictures</li> <li>- Which parts do you like?</li> </ul>	<ul style="list-style-type: none"> <li>• Kathy Hildebrandt is an international award winning artist</li> <li>• She is well known for drawing realistic still life</li> <li>• There are a variety of toys from the past in her pictures</li> </ul> 
Lesson 2: What do toys look like in 2 and 3 dimension?	<p>The children will look at different toys and describe what they can see. They will look at them being 3 dimensional and what that means. They will then choose 1 toy and experiment drawing them in 2 dimension and 3 dimension in detail. They will explore how they can use different colours to help make them stand out and add details</p>	<ul style="list-style-type: none"> <li>• The details of the toy help it stand out</li> <li>• We can press harder with a pencil to help it look more 3 dimensional</li> </ul>
Lesson 3: How can I create different colours using red, yellow and blue?	<p>The children will consider different ways they could create their rocket to make it 3D. They will explore different ways to tear paper to create rocket shapes and glue these into their books.</p>	<ul style="list-style-type: none"> <li>• Red, yellow and blue are primary colours</li> <li>• 2 primary colours can be mixed together to make secondary colours</li> </ul> <div> <p>Yellow and red make orange</p>  </div> <div> <p>Red and blue make purple</p>  </div> <div> <p>Blue and yellow make green</p>  </div>
Lesson 4: How can we create different effects using brushes?	<p>Children will explore using different size brushes to paint different sections of a picture. They will explore the different effects that can be used from thick brushes and adding extra details using a thin brush. They will practice this effect in their sketch book. The aim at the end of the lesson is for the children to use thick paint brushes for large areas and use thinner brushes to add details</p>	<ul style="list-style-type: none"> <li>• Thick brushes can be used to paint large areas</li> <li>• Thin brushes can be used to add details.</li> </ul> 
Lesson 5: How can we use paint to paint our toys	<p>The children will apply their learning from lesson 3 and 4 and begin to paint pictures of their favourite toys</p>	<ul style="list-style-type: none"> <li>• Paint and brushes can be used to paint the main parts of their favourite toys</li> <li>• Colour can be mixed using primary colours to make secondary colours</li> <li>• Large brushes are used to paint the main parts of the toys</li> </ul>
Lesson 6:	<p>The children will apply their learning from Lesson 3 and 4, to add details to the picture of their favourite toys. At the end of the lesson, their picture can be photographed, and they can annotate to show what different skills they used.</p>	<ul style="list-style-type: none"> <li>• Small brushes can be used to add more details of the pictures of our favourite toys</li> </ul>



## Vital Vocabulary

Kathy Hildebrandt



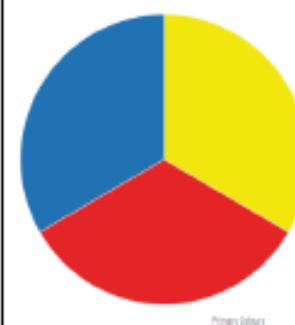
An international award winning artist.

Toys



Objects that are used by children (and adults to play with)

Primary Colours



Primary colours are colours that can be mixed together in paint to form different colours

Secondary colours



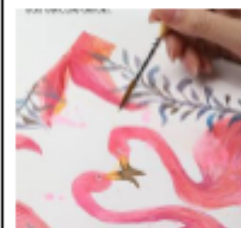
These colours are formed when 2 primary colours are mixed together

Paintbrushes



These come in lots of different colours. Large brushes are for painting large areas and small brushes allow you to add details

Details



This is when extra parts of the picture are added with a small paintbrush

Purple



Purple is made by mixing red and blue

Orange



Orange is made by mixing yellow and red





Green



Green is made by mixing blue and yellow

# Knowledge Organiser – Art and Design and Technology

Year 2	Autumn 1	Focus: Painting – The Great Fire of London
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Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: What was the Great Fire of London?	As a class, look at picture of 'The Great Fire of London.' The children will look at what they can see and what is happening to the buildings. How has the artist captured the scene at the time? How was the artist captures the fire? How have the colours been used effectively	<ul style="list-style-type: none"> <li>The old style houses have been captured using dark colours</li> <li>The fire has been captures using red, yellow and orange style colours</li> <li>The colours contrast as they allow the fire to stand out against the darker buildings</li> </ul> 
Lesson 2: How can we create tones using colouring pencils?	The children look at how they can create different tones using colouring pencils. They will look at tones of red/ orange/ brown/ yellow and discuss how they can create these using colouring pencils. Care should be taken to create book marks of the different tones	<ul style="list-style-type: none"> <li>Different colours can have different tones</li> <li>1 coloured pencil can be used in different ways to create a bookmark of a colour from dark to light</li> </ul> 
Lesson 3: How can we create silhouettes?	The children should look at what is a silhouette. They explore the different techniques that can be used in art to create tone and texture to a picture. They look at different drawing techniques such as hatching and crosshatching.	<ul style="list-style-type: none"> <li>We can use a dark pencil to draw a silhouette.</li> <li>We can use shading to create a complete silhouette</li> <li>hatching and crosshatching can be used to add detail to a picture</li> </ul> 
Lesson 4: Can I create the outline of a building using a pencil?	The children should use the skills taught in lesson 3 to create silhouettes of building using a black/dark pencil and using different forms of hatching to add extra detail.	<ul style="list-style-type: none"> <li>A silhouette of a building will allow the other details to be added to stand out</li> <li>Details can be added to a building to add extra details.</li> </ul>
Lesson 5: Can I add details to my picture to recreate the Great Fire of London	Children to use techniques of toning and shading from lesson 2 to add flames to the burning buildings.	<ul style="list-style-type: none"> <li>Toning and shading can be used together to create a textured effect to the fire</li> </ul>
Lesson 6: Evaluate my own work.	Children to look at their own art work in comparison to the original pictures they studied as inspiration. They will evaluate their work and identify 2 things they are proud of and 1 thing they can change.	<ul style="list-style-type: none"> <li>I can evaluate the positives in my work</li> <li>I can make comparisons about my work to an original piece of work I used for inspiration.</li> </ul> 

## Vital Vocabulary

### contrast



Contrast is comparing 2 or more things to see the difference.

### tone



The difference in 1 colour using different pressures

### silhouette



An outline of something (e.g a building, body) that is dark or black

### scribble Hatching



This involves using lines over each other to add texture

### hatching



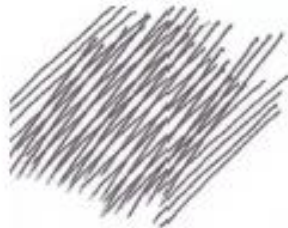
This involves drawing lines that do not cross in the same direction

### patch hatching



This involves drawing lines in different directions to add texture

### cross hatching



These are lines that cross but nt at right angles to each other .

### evaluation

What art pieces did you create this term?

\_\_\_\_\_

Which piece was your favourite? Explain your choice

\_\_\_\_\_

What did you find difficult about art this term? Explain your answer

\_\_\_\_\_

To look at the finished piece of work and identify what is liked about it and what could be done differently next time







# Knowledge Organiser – Art and Design and Technology

Year 3



Autumn 1

Focus: Cave paintings

Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Who is Anselm Kiefer?	The children will look at the artists Anselm Kiefer and explore what painting he produces. They will look at the details he uses in his pictures and how he adds texture to his work using different colours. They will then describe his art work and give a preference on their favourite piece	<ul style="list-style-type: none"> <li>Anselm Kiefer is a German painter and sculptor</li> <li>He produces incorporate materials such as straw, ash, clay, lead and shellac into his art work</li> <li>I like ... because of the depth of colours/ content/ texture he creates by using ...</li> </ul> 
Lesson 2: How do we create shades using watercolours?	Children will have opportunity to practise creating different shades using 1 colour in watercolours – making some sections darker. They will practise using small amounts of water so the paper does not become soggy and wet. The end result of the lesson will be children creating a watercolour wash to represent a cave wall.	<ul style="list-style-type: none"> <li>Water colours are different to paint</li> <li>Watercolours can create tones and shades in 1 colour depending on the amount of paint and water used</li> <li>Only a small amount of water is needed when using watercolour or the paper will become soggy and rip</li> </ul> 
Lesson 3: What is cave art? What did the stone age people use to create cave art? What symbols did the stone age people use?	Children will begin the lesson looking at different cave art. They will look at the symbols they use and try to guess what the picture represent. They will then look at the symbols they used and the stories they tell. Children will then practise using charcoal to replicate drawings they used in their art books. They will then design a picture to represent events in their own lives.	<ul style="list-style-type: none"> <li>The stone age people used pictures to record and represent key events in their lives</li> <li>Stone age people used ... to draw their picture representations</li> </ul> 
Lesson 4: Can I create my own cave art picture?	Children will use the cave art background in lesson 2, using charcoal they will create their own symbols/pictures represent a key event in their life influenced by cave art	<ul style="list-style-type: none"> <li>Charcoal represents the materials stone age people used to create their drawings on the cave walls</li> <li>Pictures are a different way to tell a key event without words</li> </ul> 
Lesson 5: Can I explain what the different symbols used in my cave art? What were my strengths and what could I change?	The children will annotate a picture of their art work explaining what each of the symbols represent in their art work. After which, they will evaluate their work identifying how they used the original cave art pictures as inspiration and things they think they completed well. They will identify 1 picture they would change and how they would change this next time.	<ul style="list-style-type: none"> <li>Cave art represents key events that happen in the stone age people's lives</li> <li>I can what parts of the cave art inspired my symbols I used and identify 2 things I am proud of in my work</li> <li>I can identify a symbol I would change and the reason why I would change it to improve my picture representation</li> </ul>
Lesson 6: Can I write an art review on my piece of work?	Children will look at the role of an art critic. They will look at how they review art exhibitions and their reviews. Children will write art reviews on others work focusing on the positive elements.	<ul style="list-style-type: none"> <li>An art critic reviews art work for newspapers</li> <li>They write reviews based on their opinions on their work</li> </ul>

# Knowledge Organiser – Art and Design and Technology

Year 4	Autumn 1	Focus: DT – Roman pottery
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Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Can study Roman pottery and explain what it was used for?	Children will look at Roman Pottery. They will discuss what the pottery was used for? They will look at what it was made from and the shapes that Romans created? They will discuss the patterns they added on the outside of their pots? The children will then copy different Roman designed pots and identify what patterns they think were more effective on the pots.	<ul style="list-style-type: none"> <li>Roman pottery was influenced by Greek pottery however Roman pottery had designs carved into it</li> <li>Roman pottery is split into two different types: coarse ware and fine ware.</li> <li>Coarse means rough and coarse ware was made roughly. It was thick (because it was used in kitchens) and it was used for everyday purposes, such as cooking, carrying water and also eating if you were poor</li> <li>Fine ware, as the name suggests, was more decorative than coarse ware. Fine ware was used for dining on special occasions. Unlike coarse ware, fine ware was thinner and more delicate. It often had beautiful decorations and a shiny glaze.</li> </ul> 
Lesson 2: Can I practice using clay to make a pot using coiling and joining techniques?	The children will recap about making pinch pots and how to join handles using scoring and water. They will practise making long strings of clay. They will practise the joining the base to the coils and the coils together using scoring and water.	<ul style="list-style-type: none"> <li>Coiled pots are constructed by gradually stacking and joining coils of clay one on top of the other. The coils can be left visible or can be smoothed away depending on your desired aesthetic end result.</li> <li>Scoring in ceramics is scratching marks on the surface of the clay in order to join two pieces. The goal here is to create indentions on the clay surfaces that are being joined for slip to seep into.</li> </ul> 
Lesson 3: Can I design my own pottery using Roman Pottery for inspiration?	The children will recap what 2 types of pottery the Romans used. They will then design their own pottery using the fine ware Roman pottery as inspirations. They will add interesting details and handles. Finally, they will justify why they made their choices.	<ul style="list-style-type: none"> <li>Designing involves creating a detailed sketch of what I will use on different parts of my pot and why I chose the design/ what I was inspired to add it where I have.</li> <li>I chose ... design because I liked the ... on the fine ware the Romans used. I will do ... because ...</li> </ul>
Lesson 4: Can I make my pot using coiling technique?	The children will make their pot using the coiling technique. They will add their design and handles. They will use the scoring technique taught in lesson 2 to join all the parts together.	<ul style="list-style-type: none"> <li>Coils allow a pattern to be made on the pot. These can be left as coiled or smoothed out for a smoother finish</li> <li>Scoring is used to join wet clay together using a small amount of water.</li> <li>Too much water will cause the clay crack when it dries</li> </ul>
Lesson 5: Can I paint my pot using Roman colours?	The children will paint their pots to enhance the details on their pots. They will choose the right size brush needed for the details	<ul style="list-style-type: none"> <li>A thick paint brush allows large areas to be painted quickly</li> <li>A fine paint brush allows details to be added.</li> </ul>
Lesson 6: Can I evaluate my finished product?	The children will evaluate their final product by comparing it to Roman pottery, considering what went well and what could be improved on next time	<ul style="list-style-type: none"> <li>An evaluation allows you to consider what went well in your project</li> <li>It also allows you to consider what you would change next time if you were to amend your design or do it again</li> <li>It also allows you to compare your design to your finished product, considering similarity and what you changed and why.</li> <li>It allows you to consider the technique used and how improvements could be made.</li> </ul>



## Vital Vocabulary

### Roman Pottery



Roman pottery was influenced by Greek pottery however Roman pottery had designs carved into it

### Coarse ware pottery



Coarse means rough and coarse ware was made roughly. It was thick (because it was used in kitchens) and it was used for everyday purposes, such as cooking, carrying water and also eating if you were poor

### fine ware pottery



Fine ware, as the name suggests, was more decorative than coarse ware. Fine ware was used for dining on special occasions. Unlike coarse ware, fine ware was thinner and more delicate. It often had beautiful decorations and a shiny glaze.

### Clay



Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be pinched, rolled, cut, or built up in layers to form shapes of all kinds.

### Scoring and joining clay



Use a tool to make scratches in the piece of clay you wish to join, before adding water to help the 2 pieces of water to join together

### Paint brushes



Paintbrushes come in a variety of thicknesses. Thick brushes allow you to quickly paint large surfaces but thin brushes allow finer details to be added.



### Evaluation

How did the Project		
What I liked about	Challenges I faced	
	How I dealt with any challenges	What I would change next time

An evaluation allows you to consider what went well in your project. It also allows you to consider what you would change next time if you were to amend your design or do it again

# Knowledge Organiser – Art and Design and Technology

Year 5	Autumn 1	Focus: DT - Cooking
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Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Who is Francis Mallmann and Lennox Hastie?	The children will look at Francis Mallmann and Lennox Hastie. They will look at how these 2 chefs are linked and how they cook the food they are well known for. The children will then research an Anglo Saxon diet. What did they eat? How did they combine food? How is our diet similar/ different to their diets?	 <ul style="list-style-type: none"> <li>Francis Mallmann is an Argentine celebrity chef, author, and restaurateur who specializes in Argentine cuisine, and especially in Patagonian cuisine with a focus on various Patagonian methods of barbecuing food</li> <li>Lennox Hastie is a chef in Sydney, Australia who owns the restaurant Firedoor. Hastie is known for his unusual cooking techniques that use only fire without the use of electricity or gas</li> <li>The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. Made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.</li> </ul> 
Lesson 2: Can I work out ratios to work out what ingredients to buy for a recipe?	The children will look at different recipes and the amount of ingredients needed, they will also look at the suggested amount of people the recipe serves. They will then look at ratios to ensure that recipes can be made for different amounts of people – including the whole class, a small group etc. Finally they will research recipes they can make on a budget.	<ul style="list-style-type: none"> <li>Recipes have a set format that include, ingredients, preparation and cooking time, method and the amount of servings per recipe.</li> <li>Ratio allows people to see how many items are needed in comparisons e.g a recipe for 4 servings/people can be doubles for 8 servings/ people</li> <li>A budget is an amount of money that can be spent, it does not allow anymore to be spent over the total</li> <li>People sop around to look for cheaper items or cheaper alternative to stay in budget</li> <li>Kneading is the practice of working ingredients together to form a dough to evenly mix ingredients and develop the structure of the interior, or crumb.</li> </ul>
Lesson 3: Can I practise the technique of kneading?	The children will practise the concept of making playdough to develop the skill of kneading. They will weigh ingredients and add the ingredients together before kneading into a dough	<ul style="list-style-type: none"> <li>Kneading is the practice of working ingredients together to form a dough to evenly mix ingredients and develop the structure of the interior, or crumb.</li> </ul>
Lesson 4: Can I make bread using the Anglo Saxon method?	The children will use a variety of recipes then taste to see which they prefer. They will practise the skills of weighing from lesson 3 and the skill of kneading to join all the ingredients together. Bread will be cooked in a pan or on a griddle over a flame.	<ul style="list-style-type: none"> <li>the bread of the early English varied hugely. They used a variety of grains, three different methods of leavening (yeast, sourdough, and steam), and four or five different kinds of cooking or baking.</li> <li>Which kind of bread you ate depended most on how wealthy you were.</li> <li>Kneading is the practice of working ingredients together to form a dough to evenly mix ingredients and develop the structure of the interior, or crumb.</li> </ul>
Lesson 5: Can I prepare vegetables ready for eating?	The children will look at different ways of preparing Vegetables including, cleaning, peeling, chopping and slicing safely. They will look at safe ways to chop and slice vegetables. <a href="https://images.twinkl.co.uk/tw1n/image/private/t_630_eco/image_repo/3b/f8/t-d-1655985344-how-to-cut-fruit-and-vegetables-display-poster_ver_1.avif">https://images.twinkl.co.uk/tw1n/image/private/t_630_eco/image_repo/3b/f8/t-d-1655985344-how-to-cut-fruit-and-vegetables-display-poster_ver_1.avif</a>	<ul style="list-style-type: none"> <li>Food can be washed or peeled so they are safe to eat</li> <li>Using 'the claw' or 'the bridge' when chopping vegetables will keep fingers safe when cutting vegetables</li> </ul>
Lesson 6: Can I make mushroom soup?	The children will use the preparation of vegetables and cutting techniques used in lesson 5 to make Anglo Saxon style mushroom soup.	<ul style="list-style-type: none"> <li>The Anglo Saxon's used food that was readily available.</li> <li>The prepared food which could be cooked in 1 pot with little preparation</li> </ul>



## Vital Vocabulary

### Francis Mallmann

an Argentine celebrity chef, author, and restaurateur who specializes in Argentine cuisine, and especially in Patagonian cuisine with a focus on various Patagonian methods of barbecuing food



### Lennox Hastie

A chef in Sydney, Australia who owns the restaurant Firedoor. Hastie is known for his unusual cooking techniques that use only fire without the use of electricity or gas



### Open cooking / BBQ



Cooking over an open fire is the oldest and most primitive method of cooking known, with glowing red flames and smoky ambers mostly lending themselves to frying, grilling and boiling.

### Kneading



In cooking (and more specifically baking), kneading is a process in the making of bread or dough, used to mix the ingredients and add strength to the final product.

### Bread



food made of flour, water, and yeast mixed together and baked.

### Peeling



Peeling is a common unit process for many fruits and vegetables to produce fresh-cut, minimally processed, and canned food products. The peeling process intends to remove the inedible or undesirable layer of rind or skin from raw produce.

### 'The claw' cutting method



This technique is used for slicing and dicing

### 'The bridge' cutting method



This is used for cutting spherical fruits and vegetables, like tomatoes, into halves into halves and quarters.

### 'The fork technique' method








This can be used is the claw technique is too difficult



# Knowledge Organiser – Art and Design and Technology

Year 6	Autumn 1	Focus: Art – clay poppies (3 weeks)
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Lesson Key Question	Activity Focus	Sticky Knowledge
Lesson 1: Can I use the poppies in 'The Tower of London' as inspiration to create my own poppy?	Children to look at videos and images of the poppies that were displayed in the Tower of London in 2014 called 'The blood swept land and seas'. They will then look at what was used and look at the shape of the leaves. After this. In group, they will use wire mesh to create individual petal to create a poppy at the end	<ul style="list-style-type: none"> <li>The major art installation <i>Blood Swept Lands and Seas of Red</i> at the Tower of London marked one hundred years since the first full day of Britain's involvement in the First World War.</li> <li>Created by artists Paul Cummins and Tom Piper, 888,246 ceramic poppies progressively filled the Tower's famous moat between July and November 2014</li> <li>21,688 people volunteered to install the poppies. Each poppy represented a British military fatality during the war.</li> <li>Wire mesh is a good medium to use as it can be moulded into shape before adding plaster to the outside to form the actual petal</li> </ul> 
Lesson 2: Can I add plaster to wire mesh to create my poppy	Children to add mod rock and/or plaster to the wire mesh to create a poppy petal. These will then be left to dry.	<ul style="list-style-type: none"> <li>Modroc (or Modroc) is plaster bandage that is used for modelling, casting and crafting.</li> <li>Plaster of Paris is a versatile modelling material that you can use to create detailed models with the aid of flexible molds. The plaster dries solid and will take on the slightest detail of your mold, from the smallest lines to subtle textures of the originally molded piece.</li> <li>These 2 mediums will dry hard to allow further details to be carved on them</li> <li></li> </ul>  <p>Plaster</p>  <p>Mod rock</p>
Lesson 3: Can I add details to my poppy?	Children to use modelling tools to carve finer details to their petals. When they are satisfied, they will paint the petal so that it represents a poppy	<ul style="list-style-type: none"> <li>Carving tools are needed to add details to plaster/mod rock</li> <li>Our red poppy is a symbol of both Remembrance and hope for a peaceful future. Poppies are worn as a show of support for the Armed Forces community.</li> </ul>  

## Vital Vocabulary

### *Blood Swept Lands and Seas of Red*



The art piece in London marked one hundred years since the first full day of Britain's involvement in the First World War

### Poppy



The red poppy is a symbol of both Remembrance and hope for a peaceful future. Poppies are worn as a show of support for the Armed Forces community.

### Wire mesh



Wire mesh is a good medium to use as it can be moulded into shape before adding plaster to the outside to form the actual petal

### Mod roc



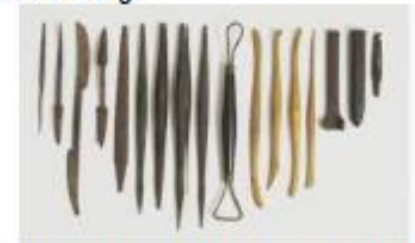
Modroc (or Modroc) is plaster bandage that is used for modelling, casting and crafting

### Plaster



Plaster of Paris is a versatile modelling material that you can use to create detailed models with the aid of flexible molds. The plaster dries solid and will take on the slightest detail of your mold, from the smallest lines to subtle textures of the originally molded piece.

### Art tools for carving



These can be used to add finer details to the plaster when wet or after it has dried

# Characteristics of Effective Art Teaching

## What would I see in a unit of Art? What would I see in a Lesson?

<i>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.</i>	<i>Developing art and design skills through teaching in a sequence of lessons. Relating back to previous years' work and skill acquisition where applicable.</i>	<i>Asking and answering art 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.</i>
<i>Language rich: using and developing art/design language and terminology.</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>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)</i>
<i>Use of artists and designers where appropriate for inspiration and to provide a historical and cultural context.</i>	<i>Model art/design skill and have examples for the children to see the stages of making and an idea of a final outcome</i>	<i>Development of knowledge, skills and understanding in line with the National Curriculum.</i>

# Characteristics of Effective Art and Design Teaching

## What would I see in a unit of Design Technology? What would I see in a Lesson?

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