**Red Hall’s Art & DT Curriculum**

**Leader – Miss Newhouse**

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| **The Intent of our Art and DT Curriculum is** | to provide our pupils with **creative and rich learning experiences** as well as to provide opportunities to inspire curiosity. We view The Arts as opportunities for pupils to be as creative and as imaginative as possible – **the sky is the limit!**  We believe that art is a vital and essential part of children’s education, and like Pablo Picasso we believe **“every child is an artist”.** Our scheme of work, developed from the National Curriculum, includes aspects of appreciation, art history and experimentation. Artists, inventors, designers and styles and cultures from around the world are studied. Our lessons are incorporated across the curriculum, making learning fun, **bespoke** and accessible by all pupils.  Our curriculum enables children to experiment in Art with their ideas, their use of colour, texture, form, pattern and different materials, processes, evaluation and technical knowledge. We understand Art and DT can be difficult and scary for some children with so many possibilities, there isn’t just one right or wrong answer within The Arts – it’s open to interpretation. Sometime our children like having one answer so we offer ideas to look at first, we look at how some techniques artists and designers use to use in our own pieces. Within our curriculum a big focus is self-reflection and **risk taking** which over time builds **resilience**. There are so many aspects of art and design from mechanisms to textiles and painting to sculpting, that each child can find their **individual** **talents** and we can laugh and learn from the pieces that didn’t go so well. ***“The man who makes no mistakes, does not usually make anything”*** *-* Edward Phelps.  We know not all of our children have access to art and design resources at home so family members who our children live with may lack understanding – it is a daunting subject to many! This adds to the scary thought of art and design; exploring lots of different techniques and materials which they may have never experienced before. This cautiousness lends itself to teachers too! Our teachers struggled with too much scope and a range of techniques to teach so this document was developed to ensure teachers had more guidance, children experimented and become skilled in art and design as well as ensuring all of the curriculum is covered.  With this in mind we now focus on an Artist each term as well as have a Design focus each term so the children **learn skills** over the term to combine into a finished project. When selecting artists and projects we think about what the children would gain the most from. For many of our pupil’s at Red Hall, they may never **experience** visiting other countries or meeting someone of a different culture. Therefore, our Art and Design curriculum will develop children’s understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists and designers throughout history.  The natural environment is an important stimulus at Red Hall Primary School. The children are often taken **outside** to draw in the natural light, in the woods and under the trees in our wonderful grounds. We encourage them to ask questions about what they see and **be explorers of the world around them**. In Early Years we focus on exploring mark making, colour mixing and combining materials. The children will have access to a wide range of collage, painting and drawing activities, using appropriate tools and art materials. This will help them explore and develop into their **artistic potential**, the children will be encouraged to develop their own creative ideas. During KS1, we focus on expanding creativity and imagination through providing art, craft and design activities relating to the **children’s own identity and experiences**. During Key Stage 2, Art and Design is about **deepening** the children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Each year we build upon the year prior and witness children **blossom** into budding artists in their own way. |
| **The experiences your child will receive are** | At Red Hall Primary School, we want the children to have a say in their learning. We focus on their **interests** as much as we can, as well providing **unique and enriching opportunities.**  As a pupil at Red Hall, your child will have access to a wide range of experiences:   * **Whole School Exhibitions** each year each class is given an Artist/skill to study and a project to complete. The complete projects are displayed in the gym for the rest of the school, governors, parents and staff to see. This is always a big hit! * **Real life experiences** e.g. observational drawing of objects around them or making products that they would use * Museum visits e.g. Bowes Museum * Working with artists both internationally and nationally – we are **one of the only Primary Schools** in the North East to be part of The Rivers of the World Project. Our teachers are on training courses for this now. This is a two-year project which will consist of **two Lebanese artists** will be in school working with the children for three full days on specific skills, two of our teachers going to Lebanon to teach Art over there for a week and learn new skills as well as the children creating a final project at the end of the two years with all the new skills they have learned. We are pretty excited for this!! * Creating artwork for **Darlington’s Annual Carnival** * Regular competitions - Easter egg competitions, WW2 Poppy Competition as well as topic competitions. Last year we entered a Space Competition with ‘Vision for Education’ and we **won 1st, 2nd AND 3rd place!** The top prize was a telescope which is now in school!   Each half-term we focus on an artist, architect, designer or craft maker in each class and **learn skills** over the term to use in our finished project. In Art, the skills we focus on are called Formal Elements which consist of line, shape, form, tone, texture, pattern, colour and composition. We use the Formal Elements to discuss and evaluate Artwork as well as copy and adapt some skills for our own artwork. In DT, the skills are designing, making, technical knowledge and evaluation. |
| **By the end of their time at Red Hall, we hope our children have** | * Developed a **passion** for Art and DT * An understanding of basic Art and DT techniques * have developed a **wider** **cultural understanding** through our **enriched and broad curriculum** * At least one artistic skill they can achieve * A **sense of pride** in their achievements and the presentation of their work. * An understanding of a range of **skills that are transferrable** to other subjects * **Resilience**, to continuously improve and not see this as a failure. |

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**Art & DT at Red Hall**

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| **National Curriculum Expectations** | **Red Hall Expectations** |
| **Early Years**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music dance, role-play and stories.  **KS1**  In Art pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   In DT pupils should be taught:   * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology * select from and use a range of tools and equipment & materials according to their characteristics * explore and evaluate a range of existing products, evaluate their products against design criteria * evaluate their ideas and products against design criteria * explore and use mechanisms; build structures, exploring how they can be made stronger, stiffer and more stable * use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.   **KS2**  In Art pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.   In DT pupils should be taught:   * to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of tools and equipment & materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world * apply their understanding of how to strengthen, stiffen and reinforce more complex structures & understand mechanical systems & electrical systems * apply their understanding of computing to program, monitor and control their products. * understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | All of the National Curriculum  **AND…**   * Each half-term there is an Art/DT focus in every class and a skills focus. * When focusing on skills, the children will learn different elements each week to build up to a final project at the end of the half-term. * The children will learn about significant individuals e.g. artists, designers, craft makers, architects etc. this includes the person’s name, time period in which they lived, the reason they’re is being studied, their styles, techniques and the subjects of their work. * Over the course of the year the children will have covered **ALL** Art and DT objectives. |

**Art & DT Schemes**

At Red Hall we have chosen to ‘loosely’ follow two schemes as well as the children’s interests to ensure coverage and progression of the Art and DT curriculums. We have bought into the KAPOW scheme to upskill teachers and show children the step by step approach to create a project by the end of the unit. Twinkl is mainly used for DT, although there are some good art topics as well. The Twinkl scheme covers all of the curriculum, however, if teachers feel they can plan high quality lessons to the same standard, they are free to do this - this will be monitored and quality checked.

Each year group is split into Art skills and DT skills. Art is broken down into Formal Elements: line, shape, form, tone, texture, pattern, colour and composition. DT is broken down into the skills: design, make, technical knowledge, evaluation as well as in topics: Structures, Mechanisms, Textures, Food and Electronics (where applicable).

There are a lot of skills to cover which is why there are references to which KAPOW and Twinkl topics could be followed, to ensure the full curriculum is taught by the end of the year. Previously, there had been no expectation on how often Art/DT should be taught, with the new Ofsted Framework and detailed curriculum, Art or DT is taught every half-term. There is still no expectation for this to be taught weekly, it can be, or it can be an afternoon devoted to Art/DT every two weeks. Teachers may find quite a few of the objectives are cross curricular e.g. Food can also evidence some PSHE objectives. It’s about careful planning to get the most out of the curriculum and our time. As the document progresses through the year groups, it is clear that every skill is built upon each year in each subject. Teachers also need to be ensuring the vocabulary is taught and to a high standard in every topic.

Now there is clear progression of skills, we should see the children progress each and every year! Also, with KAPOW having teacher and pupil videos, teachers’ confidence and knowledge should progress. There is also a new Art/DT assessment in place, similar to the previous art one with colour coding children against the objectives. This is to be updated each term on Teacher Share and will be monitored by the Art Lead.

***March 2021***

Creative Arts Non Negotiables

# Art (Starting Date 31/03/21)

Early Years

* Every term in Early Years an artist is to be focused on.
* Every term a provocation will be put out from an artist for children to attempt to replicate.
* In Early Years good art examples are evidenced in Floor books.

KS1/2

* Every child will have a sketchbook and the sketchbooks will follow the children up the school.
* All art work is to be evidenced in the front of the Sketch books.
* Art will be taught through topic, where possible, and as a discrete subject where not possible.
* Good examples can go in Topic Floor books (if applicable)
* At the beginning of each year a page will be glued in highlighting the child’s current year group and class teacher.
* At the beginning of each Art topic a topic a concept map will be complete to assess the children’s understanding and a Learning Objective sheet will be glued in for teacher’s to highlight off when skills/objectives have been achieved **(see Appendix 1).**
* Lessons will follow a Learning Cycle to ensure a full coverage and in-depth learning.
* The Art & DT Assessment Spreadsheet will be updated at the end of each Art Topic/half-term.
* Vocabulary will be a focus during Art lessons.
* Art can be taught for an hour a week, two hours every fortnight or there could be ‘Art Day’. As long as the skills are taught and there is a final piece completed - the timescale is up to the teacher.
* Long Term Plans will be submitted to the Art Lead before the start of a new academic year to ensure the curriculum is covered fully.

***Termly scrutinies will monitor the performance of each class against these criteria.***

# DT (Starting Date 31/03/20)

Early Years

* Every term a provocation will be put out.
* In Early Years DT examples are evidenced in Floor books.

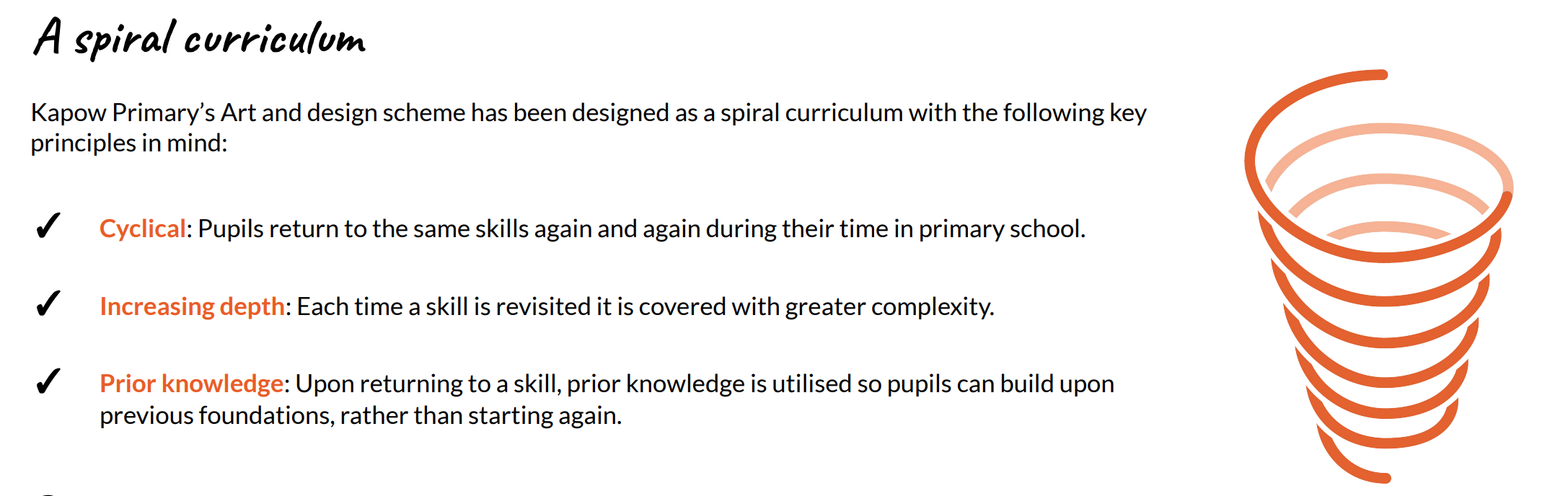
KS1/2

* Every child will have a sketchbook and the sketchbooks will follow the children up the school.
* DT will be taught through topic, where possible, and as a discrete subject where not possible.
* All DT work is to be evidence in the back of the Sketchbooks.
* Good examples can go in Topic Floor books (if applicable)
* At the beginning of each DT topic a topic a concept map will be complete to assess the children’s’ understanding and a Learning Objective sheet will be glued in for teacher’s to highlight off when skills/objectives have been achieved **(see Appendix 1).**
* Lessons will follow a Learning Cycle to ensure a full coverage and in-depth learning.
* The Art & DT Assessment Spreadsheet will be updated at the end of each DT Topic/half-term.
* Vocabulary will be a focus during DT lessons.
* DT can be taught for an hour a week, two hours every fortnight or there could be a ‘DT Day’. As long as the skills are taught and there is a final piece completed - the timescale is up to the teacher.
* Long Term Plans will be submitted to the DT Lead before the start of a new academic year to ensure the curriculum is covered fully.

***Termly scrutinies will monitor the performance of each class against these criteria.***

**Whole School Long Term Plan**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | **Art -** In the continuous provision The Studio area always has paint, collage and drawing resources out. Focussing on drawing first, then painting / printing, finally collage and sculpture.  **DT -** In the continuous provision textiles and structures are accessed through The Studio area. Early Years will have a Mechanisms focus in Spring and a Food focus like the rest of the school in the Summer Term. | | | | | |
|  | Art | DT | Art | DT | Art | DT |
| 1 | Drawing   * Line techniques | Mechanisms   * Levers / sliders | Painting   * Primary colours   Printing   * Object printing | Structures   * Freestanding Structures | Collage   * Combine materials | Food |
| 2 | Drawing   * Explore different mediums | Mechanisms   * Wheels / axles | Painting   * Secondary colours and tints.   Printing   * Mono / block | Textiles  Templates & joining | Sculpture   * Junk models / clay | Food |
| 3 | Drawing   * Tone | Mechanical Systems   * Linkage & Levers | Painting   * Washes | Structures   * Shell Structures | Collage  Mixed media | Food |
| 4 | Drawing   * Still life | Electrical Systems   * Simple circuits | Painting   * Complimentary colours | Textiles   * 2D shapes to 3D products | Printing   * Relief / collagraph   Sculpture  Clay / papier mache | Food |
| 5 | Drawing   * Composition | Mechanical Systems   * Pullies / gears | Painting   * Paint from a sketch. | Textiles   * Combining different fabric shapes | Collage   * Abstract collage | Food |
| 6 | Drawing   * Perspectives | Electrical Systems   * More complex circuits | Painting   * Choosing / combining techniques. | Structures   * Frame structures | Printing   * Intaglio   Sculpture  Clay cast / moulds | Food |

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**(KAPOW, 2021)**

**DT Learning Cycle**

1 lesson – showing the children what they’re going to be making. A way to ‘hook’ them into the project.

1 or 2 lessons to complete the Evaluate objectives. The evaluations should be recorded in Sketchbooks (as applicable).

1 / 2 lessons as required to complete the Design objectives. The designs go in the back of the Sketchbooks.

1 / 2 lessons as required to complete the Make objectives. A picture of the product or pictures of the process go in the children’s sketchbooks.

½ a lesson - 1 lesson to test the product’s capabilities.

**Art Learning Cycle**

½ a lesson – showing the children what they’re going to be making. A way to ‘hook’ them into the project.

1 or 2 lessons to complete the Evaluate objectives. The evaluations should be recorded in Sketchbooks (as applicable).

1 / 2 lessons as required to experiment with the skills needed linking to the formal elements.

1 – 2 lessons as required to research the Artist / Art movement and come up with their own ideas. Any sketches or ideas to be recorded in their sketchbooks.

1 – 3 lessons are required to complete their artwork.

**Early Years**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Early Years assess children based on months e.g. 22-36 months, 30-50 months, 40-60 months and Early Learning Goals (ELG) at the end of Reception. If the children achieve ELG they are viewed as ready for Year 1. The Art & DT statements are taken from the Development Matters Framework and put into the skills columns – some overlap. In an ideal world, at Red Hall, we would like majority of our children in Lullaby Lane, our two-year-old provision to be working at 22-36 months. In Nursery ideally we would like the children to be at 30-50 months and in Reception, starting at 40-60 months and looking to finish as ELG. Teachers may need to look at other year group’s provisions for children who aren’t at what we ‘expect’. This way staff can understand how the Early Years curriculum feeds into the National Curriculum.

**Lullaby Lane Art**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.** | | |
| **Suggested Artists:** Kandinsky, Pier Mondrian | | |
| **Drawing**   * I can explore mark making on a variety of surfaces and with a range of tools. * I can distinguish between marks I make. * I can draw simple shapes such as circles and lines.   **Painting**   * I can explore mark making on a variety of surfaces and with a range of tools. * I can distinguish between marks I make | **Printing**   * I can take a print from an object e.g. hand, leaf, potato etc. | **Collage**   * I can explore paper and fabric collage (e.g. layering).   **Sculpture**   * I can use play dough, salt dough and plasticine to develop manipulating skills and awareness of 3D form. |

**Lullaby Lane DT**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.** | |
| **Technical Knowledge - Textiles** | I can explore a range of fabrics and textures. |
| **Technical Knowledge - Structure** | I can experiment with blocks. |
| **Technical Knowledge - Mechanism** | I am interested in simple mechanisms on toys and know how to operate them. |
| **Technical Knowledge - Food** | I can explore a range of foods. |

**Nursery Art**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * In Art, Lullaby Lane children will experiment with blocks, colours and leaving marks. They imitate drawing simple shapes and start to find their dominant hand. | | |
| **Suggested Artists:** Kandinsky, Pier Mondrian, Giuseppe Archimboldo  **Evaluation:** discuss the colours of artwork they look at and comment on the subject. | | |
| **Drawing**   * Explore mark making on a variety of surfaces and with a range of tools. * I can draw lines using gross motor movements. * I understand lines enclose a space and begin use shapes to represent objects.   **Painting**   * I can explore mark making on a variety of surfaces and with a range of tools. * I can explore colour and how colours can be changed. * I can use primary colours. * I can explore [impasto](https://artclasscurator.com/impasto-painting-with-kids/#_a5y_p=3382987) painting * I can explore different types of paints e.g. ready mixed and powder. | **Printing**   * I can take a print from an object e.g. hand, leaf, potato etc. * I can use more than one print to create a repetitive pattern. | **Collage**   * I can explore paper and fabric collage (tearing, cutting, layering etc.) * I can include a variety of materials (wood, fabric, tissue paper, paint etc.) * I am beginning to be interested and describe the texture of things. * I can apply materials to a variety of surfaces.   **Sculpture**   * I can use play dough, salt dough and plasticine to develop manipulating skills and awareness of 3D form. * I can build, shape and model. |

**Nusery DT**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * Lullaby Lane children will have tried turning on and operating some simple equipment as well as operating simple mechanical toys. | |
| **Technical Knowledge - Textiles** | * I can explore a range of fabrics and textures. * I can use scissors to cut fabrics. |
| **Technical Knowledge - Structure** | * I am experiment with stacking blocks. * I can use various construction materials. * I can join construction materials together. |
| **Technical Knowledge - Mechanism** | * I show an interest in mechanical toys with knobs and pulleys. |
| **Technical Knowledge - Food** | * I can wash and dry my hands myself before handling food. * I am beginning to understand the need for a variety of foods. |

**Reception Art**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * Nursery children will have taken inspiration from books and events. They explored colour mixing, using lines to enclose space as well as exploring one handed tools. | | |
| **Formal Elements -** I can experiment with line, shape and colour.  **Suggested Artists:** Wassily Kandinsky, Alma Thomas, Van Gogh (Flowers), Henri Rousseau (Jungle) | | |
| **Drawing**   * I can explore mark making on a variety of surfaces and with a range of tools. * I can create simple representations of events, people and objects.   **Painting**   * I can explore mark making on a variety of surfaces and with a range of tools. * I can create simple representations of events, people and objects. * I can choose particular colours to use for a purpose. * I can name the primary colours. * I can explore [action painting.](https://www.google.com/search?q=action+painting&oq=action+painting&aqs=chrome.0.69i59j46i131i175i199i433j0i433l2j46i433j46i131i433j0i433j69i60.1548j0j7&sourceid=chrome&ie=UTF-8) * I can continue to explore different types of paints e.g. ready mixed and powder. | **Printing**   * I can take a print from an object e.g. hand, leaf, potato etc. * I can use more than one print to create a repetitive pattern. * I can make a simple picture by printing objects. * I represent my own ideas, thoughts and feelings. | **Sculpture**   * I can use play dough, salt dough and plasticine to make 3D form. * I can build, shape and model. * I can use simple tools to make changes. * I can handle tools, objects, construction and malleable materials safely and with increasing control. * I represent my own ideas, thoughts and feelings.   **Collage**   * I can explore paper and fabric collage (tearing, cutting, layering etc.) * I can include a variety of materials in a collage (wood, fabric, tissue paper, paint etc.) * I can apply materials to a variety of surfaces. * I understand that different media can be combined to create new effects. |

**Reception DT**

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| **Links to previous knowledge is dependent upon children being in settings prior to starting our Early Years provision.**   * In Nursery children will begin to talk about how things work, progress in their skills of making toys work, constructing by stacking and making arrangements with shapes. | |
| **Design** | * I can represent my thoughts through designs. * I can select appropriate resources. * I can use language of designing and making e.g. join, build, shape, longer, shorter, heavier etc. |
| **Make** | * I can make simple representations. |
| **Evaluate** | * I can discuss what I like about what I have made. |
| **Technical Knowledge - Textiles** | * I can explore a range of fabrics and textures. * I can use scissors to cut fabrics. |
| **Technical Knowledge - Structure** | * I am experiment with stacking blocks. * I can use various construction materials. * I can join construction materials together. |
| **Technical Knowledge - Mechanism** | * I show an interest in mechanical toys with knobs and pulleys. |
| **Technical Knowledge - Food** | * I can wash and dry my hands myself before handling food. * I understand the need for a variety of foods. |

**Year 1 Art**

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| **inks to previous knowledge**   * Reception children have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings. | | |
| **Formal Elements:** I can explore line, shape, pattern and colour.  **Suggested Artists:** Paul Cezanne, Henri Matisse, Joan Miro, Piet Mondrian, L.S. Lowry, Claude Monet, Andy Goldsworthy, Romero Britto, Lucy McLauchlan, Michelle Stitzlein | | |
| **Painting**   * I can mix primary colours to create secondary colours. * I can work on different scales and surfaces. * I can experiment with different tools e.g. different brush sizes, hands, rollers and pads. * I can begin to show control over the types of marks made. * I can begin to reproduce colours of objects.   **Printing**   * I can print with a range of materials/objects e.g. potatoes, hands, fruit stamping etc. * I can make rubbings. * I can make a repeating pattern. | **Drawing**   * I can use a variety of different medias e.g. pencil, crayons, chalk, pastels etc. * I can draw using 2D shapes to help me. * I can draw lines e.g. straight, diagonal, thick, thin, wavy etc. * I can explore patterns. * I can explore techniques such as hatching and scribbling. | **Collage**   * I can create a collage by using a combination of materials e.g. fabric, magazines, tissue paper etc. * I can cut, tear, overlap, fold and glue materials. * I can create collages on different backgrounds. * I can use college materials to make a specific picture. |

**Year 1 DT**

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| **Links to previous knowledge:**   * In Reception children explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They also handle equipment and tools effectively. | |
| **Design** | * I have my own ideas. * I can explain what I want to do. * I can explain what my product is for, and how it will work. * I can use pictures and words to plan and begin to use models. * I can design a product for myself following design criteria. * I can research similar existing products. |
| **Make** | * I can explain what I’m making and why * I can consider what I need to do next * I can select tools/equipment to cut shape, join, finish and explain my choices. * I can measure, mark out, cut and shape with support. * I can choose suitable materials and explain choices. * I can try to use finishing techniques to make the product look good. * I can work in a safe and hygienic manner. |
| **Evaluate** | * I can talk about my work, linking it to what I was asked to do. * I can talk about existing products considering: use, materials, how they work, audience, where they might be used. * I can talk about existing products thinking about what is and isn’t good. * I can talk about things that other people have made. * I can begin to talk about what could make my product better. |
| **Technical Knowledge - Structure** | * I can build structures including a free standing structure. * I am beginning to measure and join materials, with some support. * I can join materials in different ways. * I can suggest ways to make product stronger, stiffer and more stable. * I can describe differences in materials. * I can use joining, rolling or folding to make it stronger. |
| **Technical Knowledge - Mechanism** | * I can use levers or sliders. |
| **Technical Knowledge - Food** | * I can wash my hands and clean surfaces * I can think of interesting ways to decorate food. * I can say where some foods come from, (i.e. plant or animal). * I can discuss how fruit and vegetables are healthy. * I can cut, peel and grate safely with support. |

**Year 2 Art**

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| **Links to previous knowledge**   * In Year 1, the children experimented with a variety of new skills e.g. tone, tints, shades, line techniques, sculpting techniques, clay, collages and block printing. The children now know the primary colours and how to mix these colours to create secondary colours. | | |
| **Formal Elements -** I can explore line, shape, pattern and colour.  **Suggested Artists:** Frida Kahlo & Henri Mattise, Anthony Gormley, L.S. Lowry, Andy Goldsworthy, Joan Miro, Piet Mondrian, Andy Warhol, Kath Kollwitz, Estha Mahlangu, Picasso (Blue Period), Jeff Koons | | |
| **Printing**   * I can experiment with a range of printing e.g. [mono printing](https://www.youtube.com/watch?v=xOMWjWLAypQ), block printing, relief printing etc.   **Painting**   * I can confidently mix primary colours mixed together make secondary colours. * I can make different shades and tints. * I can reproduce colours of objects with increasing accuracy. | **Drawing**   * I can begin to control the types of marks made with a range of media e.g. pastels, felt tips, charcoal, chalk etc. * I use 2D shapes to help me draw. * I can explore blend pastels. * I can continue to explore techniques such as hatching, scribbling and blending.   **Painting**   * I can experiment with tools and techniques such as layering and mixing media. * I continue to show control over the types of marks made. * I can use [directional brushstrokes](https://feltmagnet.com/painting/Acrylic-Brush-Stroke-Techniques) to add a third dimension. | **Sculpture**   * I can continue to make junk models. * I can attach using slots, wires and tape. * I can manipulate malleable materials in a variety of ways e.g. rolling, kneading, shaping etc. * I can explore clay as a medium. * I can manipulate clay in a variety of ways e.g. coil pots, models, thumb pots etc. |

**Year 2 DT**

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| **Links to previous knowledge:**   * In Year 1, the children looked at designing products for an intended user and they followed a simple criterion. They learned how to use a running stitch, explored levers and build structures. | |
| **Design** | * I have my own ideas and plan what to do next. * I can explain what I want to do and describe how I may do it. * I can explain the purpose of my product, how it will work and how it will be suitable for the user. * I can describe my design using pictures, words, models, diagrams and begin to use ICT. * I can design products following a design criterion. * I can use my knowledge of existing products to produce ideas. |
| **Make** | * I can explain what I am making and why it fits the purpose. * I can make suggestions as to what I need to do next. * I can join materials/components together in different ways. * I can measure, mark out, cut and shape materials/components with support. * I can describe which tools I’m using and why. * I can choose suitable materials and explain choices depending on characteristics. * I can use finishing techniques to make the product look good. * I can work safely and hygienically. |
| **Evaluate** | * I can describe what went well, thinking about the design criteria. * I can talk about existing products considering: use, materials, how they work, audience, where they might be used, express personal opinion. * I can evaluate how good existing products are. * I can talk about what I would do differently if I were to do it again and why. |
| **Technical Knowledge – Textiles** | * I can measure, cut and join textiles to make a product, with some support * I can join textiles together to make a product. * I can carefully cut textiles to produce accurate pieces. * I can cut out shapes that have been created by drawing around a template onto the fabric. * I can begin to sew using a range of [basic stitches](https://www.twinkl.co.uk/resource/t-m-866-simple-sewing-stitches-display-posters) including a running stitch. |
| **Technical Knowledge - Mechanism** | * I can use wheels and axles. |
| **Technical Knowledge - Food** | * I can explain hygiene and keep a hygienic kitchen. * I can describe the importance of varied diet. * I can say where food comes from (animal, underground etc.) * I can describe how food is farmed, home-grown, caught. * I can draw eat well plate and explain there are groups of food. * I can describe five a day. * I can cut, peel and grate with increasing confidence. * I can begin to measure using measuring cups and digital scales. |

**Year 3 Art**

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| **Links to previous knowledge**   * In Year 2, the children focussed on blending pastels, looked at complimentary colours, explored Monoprinting, used wires in their sculpting and used collage to make a specific pictures. | | |
| **Formal Elements -** I can explore line, shape, pattern, colour and tone  **Suggested Artists:** Paul Klee, Banksy, Van Gogh, Kathryn Gerhardt, Damien Hirst, Katsushika Hokusai, Antoni Gaudi, Gustave Caillebotte, Jackson Pollock, Mark Rothko | | |
| **Drawing**   * I can demonstrate control of the marks I made using a range of media. * I can explore the continuous line technique. * I can investigate chiaroscuro by drawing light/dark lines, patterns or shapes. * I can experiment with different grades of pencil for tone. * I can begin to draw from observation. * I am beginning to use my sketchbook to collect and record. | **Painting**   * I can experiment with different effects and textures such as washes, [blocking in](https://www.google.com/search?q=blocking+in+paint+technique&safe=strict&rlz=1C5CHFA_enGB722GB722&sxsrf=ALeKk03KU8OjtMbXz0fiOszoUj0JWbkVFg%3A1620585659238&ei=uyyYYKaMDtGHhbIPy56I2As&oq=blocking+in+paint+technique&gs_lcp=Cgdnd3Mtd2l6EAMyBggAEBYQHjoHCAAQRxCwAzoICCEQFhAdEB5QiBVYyyVghSZoAXACeACAAbYEiAH3E5IBCTAuMi43LjUtMZgBAKABAaoBB2d3cy13aXrIAQjAAQE&sclient=gws-wiz&ved=0ahUKEwjm1a-EoL3wAhXRQ0EAHUsPArsQ4dUDCA4&uact=5), etc. * I am becoming confident using paint brushes to create different effects and textures. * I know which primary colours make secondary colours. * I can start to explore the colour wheel. * I can create tints and shades. * I can manipulate paint to achieve more accurate colours and shades. * I can use different painting tools e.g. palette knifes. | **Collage**   * I can apply the technique of [wax resist](https://www.youtube.com/watch?v=fjzmJHEsvzY) as part of a mixed media work. * I can create a collage using a range of techniques e.g. tearing, overlapping and layering. * I can explore the idea of incorporating a range of media into college e.g. photography, text, paint, fabric, paper etc. * I can create a mixed media piece of artwork. |

**Year 3 DT**

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| **Links to previous knowledge:**   * In Year 2, the children used a range of stitches, used wheels and axles, focussed on strengthening structures and began measuring ingredients. | |
| **Design** | * I can begin to research others’ needs. * I can show my design meets a range of requirements. * I can describe the purpose of the product. * I can follow a given design criterion. * I can create a plan which shows order, equipment and tools. * I can describe my design using an accurately labelled sketch and words. * I can attempt to make a prototype. * I can begin to use computers to show design. |
| **Make** | * I can select suitable tools/equipment, explain choices; begin to use them accurately. * I can select appropriate materials fit for purpose. * I can work through the plan in order. * I can begin to measure, mark out, cut and shape materials/components with some accuracy. * I can begin to assemble, join and combine materials/components with some accuracy/ * I can begin to apply a range of finishing techniques with some accuracy. |
| **Evaluate** | * I can use the design criteria when evaluating. * I can begin to evaluate products considering: use, materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to understand by whom, when and where products where designed. * I can learn about some inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. |
| **Technical Knowledge – Structures** | * I can build a shell structure * I can use appropriate materials. * I can work accurately to make cuts and holes. * I can join materials. * I can measure carefully to avoid mistakes. * I can make a strong, stiff structure. |
| **Technical Knowledge – Mechanical Systems** | * I can use levers and linkages to create movement. * I can use pneumatics to create movement. |
| **Technical Knowledge - Food** | * I can follow a recipe. * I can use equipment safely. * I can make product look attractive. * I can think about how to grow plants to use in cooking. * I can begin to understand food comes from UK and wider world. * I can describe how healthy diet= variety/balance of food/drinks. * I can explain how food and drink are needed for active/healthy bodies. * I can prepare and cook some dishes safely and hygienically. * I can grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading. |

**Year 4 Art**

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| **Links to previous knowledge**   * In Year 3, the children have looked at adding tone to their drawings, explored the continuous line technique, created tints and shades, looked at positive and negative printmaking, made 3D sculptures and used wax resist in their collages. | | |
| **Formal Elements -** I can explore line, shape, pattern, colour and tone.  **Suggested Artists:** Henri Rousseau , Andy Warhol, Pablo Picasso, Grayson Perry, Paul Cezanne, Jacob Lawrence, Wayne Thiebaud, Leonardo Di Vinci, L.S. Lowery | | |
| **Drawing**   * I can demonstrate experience in different grades of pencils and other implements. * I can confidently use a range of drawing techniques within my work. * I can explore figurative drawing. * I can create still life drawings. * I am continuing to use my sketchbook to collect and record. * I can continue to draw from observation. | **Painting**   * I can choose paints and tools appropriately. * I am becoming increasingly confident using paint brushes to create different effects and textures. * I am continuing to explore the colour wheel introducing warm and cold, complementary and contrasting colours. * I can explore [‘painterly’](https://www.youtube.com/watch?v=EVZ8d13kO78) brush strokes to support figurative drawings. * I can explore a variety of paint including acrylic paints. * I can start to develop a painting from a drawing. | **Printing**   * I can create a printing block. * I can explore relief printing. * I can create a [collagraph](https://www.youtube.com/watch?v=Vb8OAvwfJQ4) print. * I can explore resist printing.   **Sculpture**   * I can create and form from 3D materials e.g. wire and clay. * I can manipulate shapes to create recognisable forms. * I can use papier mache as a material to make a 3D form. * I can make a clay relief tile. |

**Year 4 DT**

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| **Links to previous knowledge:**   * In Year 3, the children used a range of stitches, used wheels and axles, focussed on strengthening structures and began measuring ingredients. | |
| **Design** | * I can research others’ needs. * I can show my design meets a range of the requirements and is fit for purpose. * I can begin to create my own design criteria. * I can produce a plan and say how realistic it is. * I can explain how the product will work. * I can make a prototype. * I can become more confident using computer aided design. |
| **Make** | * I can select suitable tools/equipment, explain choices in relation to required techniques and begin to use them accurately. * I can select appropriate materials fit for purpose. * I can work through the plan in order. * I can think if the product is going to be of good quality. * I can begin to measure, mark out, cut and shape materials/components with some accuracy. * I can begin to assemble, join and combine materials/components with some accuracy. * I can begin to apply a range of finishing techniques with some accuracy. |
| **Evaluate** | * I can use the design criteria when evaluating. * I can begin to evaluate products considering: use, materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to understand by whom, when and where products where designed. * I can learn about some inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. * I can research whether products can be recycled of reused. |
| **Technical Knowledge – Textiles** | * I can begin to devise a template. * I understand that a simple fabric shape can be used to make a 3D textiles project. * I can join fabrics using a range of stitches with increasing independence. * My sewing skills are becoming more accurate. * I can learn to add further decoration by adding buttons, beads, sequins etc. |
| **Technical Knowledge – Electrical Systems** | * I can use number of components in circuit including bulbs and buzzers. * I can program a computer to control a product. |
| **Technical Knowledge - Food** | * I can explain how to be safe/hygienic. * I can think about presenting product in interesting/ attractive ways. * I understand ingredients can be fresh, pre-cooked or processed. * I am beginning to understand about food being grown, reared or caught in the UK or wider world. * I can describe eat well plate and how a healthy diet=variety / balance of food and drinks. * I can explain importance of food and drink for active, healthy bodies. * I can prepare and cook some dishes safely and hygienically. * I can use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. * I can measure food to the nearest gram accurately. |

**Year 5 Art**

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| **Links to previous knowledge**   * In Year 4, the children looked at a range of brand new concepts as well as continuing to build on the main skills. The new concepts include using a variety of paints including acrylic paints, creating collagraph prints and creating mixed media collages. | | |
| **Formal Elements -** I can explore line, shape, pattern, colour, space and tone.  **Suggested Artists:** Jennifer Collier, David Hockney, Roy Lichtenstein, Richard Shilling, Banksy, Barbara Hepworth, Picasso, Richard Long, Kay Flynn, Christopher Richard Wynne Nevinson | | |
| **Drawing**  .   * I am actively using my sketchbook to inform and influence my work. * I can draw form observation using view finders. * I can draw over a number of sessions working on one piece. * I have a secure understanding of line, shape, pattern, colour, tone and space. * I can use different techniques for different purposes. * I am beginning to develop an awareness of composition, scale and proportion. * I can explore the ‘sighting method’. | **Painting**   * I can work on preliminary studies to test media and materials. * I can control the type of marks made and the effects and textures produced. * I demonstrate an understanding of the colour wheel introducing primary and secondary, warm and cold, complementary and contrasting colours. * I can develop a painting from a lightly sketched drawing. | **Collage**   * I can create an abstract collage. * I can apply collage techniques such as tearing, layering, scrunching etc. and independently choosing which is most appropriate. * I can apply Monoprinting techniques to add another layer of detail and texture to a collage. |

**Year 5 DT**

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| **Links to previous knowledge:**   * In Year 4, the children began focussing on aesthetics when designing, they looked at mechanical systems including pneumatics to make movement and using bulbs and buzzers in circuits. | |
| **Design** | * I can use the internet and questionnaires for research and design ideas. * I can take a user’s view into account when designing. * I can begin to consider the needs/wants of individuals or groups when designing a product and ensure it is fit for purpose. * I can create my own design criteria. * I have a range of ideas. * I can produce cross-sectional planning and annotated sketches. * I can make design decisions considering time and resources. * I can refine ideas by making prototypes and patterned pieces. * I can use computer-aided designs. |
| **Make** | * I can select tools and equipment with a good level of precision. * I can produce lists of tools and materials needed. * I can choose appropriate materials considering functionality. * I can create a detailed step-by-step plan. * I can explain how my product would appeal to an audience. * I can mainly accurately mark out, cut and shape materials/components. * I can mainly accurately assemble, join and combine. * I can mainly accurately apply a range of finishing techniques. * I can begin to be resourceful in solving practical problems. |
| **Evaluate** | * I can evaluate the finished product against the specification, considering purpose and appearance. * I can test and evaluate the final product. * I can evaluate products considering: materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to evaluate how much products cost to make and how innovative they are. * I can research how sustainable the materials are. * I can talk about some key inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. |
| **Technical Knowledge – Structures** | * I can reinforce and strengthen a 3D frame. * I can make more complex structures including a frame structure. * I can measure accurately enough to ensure precision. * I can make products that are strong and fit for purpose. |
| **Technical Knowledge – Mechanical Systems** | * I can use cams, pulleys and gears to create movement. |
| **Technical Knowledge - Food** | * I can explain how to be safe / hygienic and follow own guidelines. * I can present a product well - interesting, attractive, fit for purpose. * I can begin to understand seasonality of foods. * I understand that food can be grown, reared or caught in the UK and the wider world. * I can describe how recipes can be adapted to change appearance, taste, texture, aroma. * I can explain how there are different substances in food / drink needed for health. * I can prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source. * I can use range of techniques such as peeling, chopping, slicing, grating, mixing. * I can begin to adapt a recipe by adding / substituting ingredients. |

**Year 6 Art**

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| **Links to previous knowledge**   * In Year 5, the children looked relief printing techniques, explored watercolours, drew using view finders and created abstract art collages. | | |
| **Formal Elements -** I can explore line, shape, pattern, colour, space and tone.  **Suggested Artists:** Robert Rauschenberg, Antony Gormley, William Morris, Neil Shigley, Christian Boltanski, Faith Ringgold, Leonid Afremov, Barbara Kruger, Georges Seurat | | |
| **Drawing**   * I can draw increasingly accurate drawings, focusing on scale and proportion. * I can begin to use simple perspectives e.g. a single focal point and horizon. * I am continuing to draw over a number of sessions working on one piece. * I can begin to develop an awareness of foreground, middle ground and background. * I can draw form observation using a variety of view finders. | **Printing**   * + I can create a stencil. * I can print onto fabric. * I can explore intaglio printing. | **Sculpture**   * I can explore the techniques of casting/moulds in creating a sculpture. * I can develop my skills in using clay including making slabs, coils, slips etc. * I can explore sculptural forms in the environment e.g. buildings, furniture etc. * I can blend shapes of clay to make a larger object.   **Painting**   * I can confidently choose appropriate paint, paper and implements to adapt and extend their work. * I can carry out preliminary studies to test media and materials and mix appropriate colours. * I can work in a sustained and independent way to develop an individual style. * I can use perspectives in compositions. |

**Year 6 DT**

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| **Links to previous knowledge:**   * In Year 5, the children explored blanket stitches, used switches in their circuits and explore cams, pulleys and gears. They also began to adapt recipes by adding or substituting ingredients. | |
| **Design** | * I can draw on market research to inform design. * I can use research of a user’s view into account when designing. * I can identify features that will appeal to the intended user. * I can create my own design criteria and specification. * I can come up with innovative designs. * I can make design decisions considering resources and costs. * I can produce cross-sectional planning, exploded diagrams and annotated sketches. * I can independently model and refine ideas by making prototypes and patterned pieces. * I can use computer-aided designs. |
| **Make** | * I can select tools and equipment with a good level of precision. * I can produce lists of tools and materials needed. * I can choose appropriate materials considering functionality. * I can create a detailed step-by-step plan. * I can explain how my product would appeal to an audience. * I can mainly accurately mark out, cut and shape materials/components. * I can mainly accurately assemble, join and combine. * I can mainly accurately apply a range of finishing techniques. * I can begin to be resourceful in solving practical problems. |
| **Evaluate** | * I can evaluate the finished product against the specification, considering purpose and appearance. * I can test and evaluate the final product considering if it’s fit for purpose and explain possible improvements if different materials had been used. * I can do thorough evaluations on products considering: materials, how well they have been made, materials, whether they work, how they have been made, fit for purpose. * I can begin to evaluate how much products cost to make and how innovative they are. * I can research and discuss how sustainable the materials are. * I can discuss some key inventors/designers/engineers/chefs/ manufacturers of ground-breaking products. * I can consider the impact of the product beyond the intended user. |
| **Technical Knowledge – Textiles** | * I can use my own template. * I can consider seam allowance. * I can use a range of joining techniques including using a blanket stitch. * I can confidently make 3D products. * I can pin and tack fabric pieces together. * I can make products with increasing accuracy and independence. |
| **Technical Knowledge – Electrical Systems** | * I can use different types of circuits in product including a motor and a switch. * I can think of ways in which adding a circuit would improve product. * I can program a computer to monitor changes in environment and control product. |
| **Technical Knowledge - Food** | * I understand a recipe can be adapted by adding / substituting ingredients. * I can explain seasonality of foods. * I can learn about food processing methods. * I can name some types of food that are grown, reared or caught in the UK or wider world. * I can adapt recipes to change appearance, taste, texture or aroma. * I can describe some of the different substances in food and drink, and how they can affect health. * I can prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. * I can use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. |

**Additional Artists**

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| **Drawing & Painting** | **Printing** | **Collage & Mixed Media** | **Sculpture** |
| Henri Matisse (Bold colours & shape)  Wassily Kandinsky (Abstract, shape)  Vincent Van Gogh (Portraits, Landscapes)  Piet Mondrian (Abstract, lines, squares, primary colours)  Pablo Picasso (portraits)  Jackson Pollock (Abstract, colour)  Tuner (sea, landscapes)  Geogria O’Keefe (flowers)  Claude Monet (Landscapes)  Henri Rosseau (Jungle landscapes)  Esche (Optical Illusion)  Salvidor Dali (Still life, Illusions)  Lowry (Landscapes, People)  Paul Klee (Abstract)  Quentin Blake (Illustrations)  Joan Miro  Ben Nicholson (landscapes)  David Hockney (Pop Art)  Fiona Rae (bright colours)  Ilya Bolotowshy (primary colours)  Jasper Johns  Joaquin Sorolla y Bastida (social / historical themes)  John Singer Sargent (watercolours)  Louis Wain (watercolours)  Paul Cézanne  Sam Francis | Andy Warhol (Pop Art)  Banksky (Stencil Art, Slogans)  Jasper Johns (Mixed Media)  Roy Lichtenstein (Pop Art)  Joan Miro  David Hockney (Pop Art)  Friedensreich Hundertwasser  Jasper Johns  Paula Rego | Henri Matisse  Acrimbadlo (Fruit/Portraits)  Joan Miro  Beatriz Milhazes | Henri Moore  Anthony Gormley (Clay People)  Barbara Hepworth  Anthony Caro  Marcel Duchamp (Used found objects)  Norman Foster (Architect)  Clarice Cliff (ceramics)  Edouard Martinet  Jasper Johns  Julian Opie  Louise Bourgeois  Magdalene Odundo  Mark Wallinger  Max Ernst  Sokari Douglas Camp  Susan Beatrice  **Outdoor Art:**  Richard Long  Andy Goldsworthy |

**Appendix 1**

**Year** 1 **Topic**: Textiles **Term:** Summer 2

This half-term we are focussing on textiles, by the end of this half-term we are going to make a bag.

The skills we will be learning are:

* I can create a template.
* I can create a simple design.
* I can join two pieces of fabric together.
* I can sew using a running stitch.
* I can evaluate my product saying what I like about it and what I could improve.