

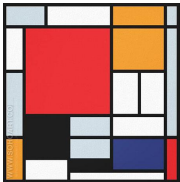


Art / DT Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Rec	DT - weaving	Art - Piet Mondrain and Mary Quant	DT - Construction	Art - Orla Kiely	Art - Kandinsky	DT - cooking
Yr 1 -	Art - Stanley Chow (Portraits)	DT - Mechanisms (Wheels and axles)	Art - printing (Joan Miro)	DT - Textiles (hand puppets)		Art - Frida Kahlo (Collage)
Yr 2	Art - Pointillism	DT - Cooking	Art - Ceramics	DT - Textiles (book mark)		Art - L.S Lowry 1 week: DT - Construction Picture frame
Yr 3	Art - Colour	DT - Cooking		Art - The Great Wave	DT - Construction (Mechanisms: Sliders, Levers & Linkages)	Art - Printing (Andy Warhol)
Yr 4	Art - Indian Madhubani paintings	DT - construction - Bridges	Art - Clay pinch pots	DT - textiles (pencil case)		Art - Movement in Art
Yr 5	Art - Islamic Art	DT - mechanics: cams	Art - Hundertwasser		DT - Cooking	
Yr 6	Art - Clay pots with lids	DT - woodwork (Desk tidy)	Art - Mixed Media		DT - Textiles - upcycling project	

Nursery

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Explore paint, using bodies; fingers, (hands, feet).</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p> <p>Explore properties e.g. poking, pulling, squeezing, partting.</p> <p>Use different senses to explore texture; pasting, glueing, assembling paper cut-outs onto a surface.</p>	<p>Explore printing, using hands and feet (noticing an image can be repeated).</p> <p>Explore drawing/mark making with objects of different thickness such as chalks, crayons, pencils and charcoal.</p> <p>Express ideas and feelings through making marks intentionally, and sometimes give a meaning to the marks they make e.g. it is a dog.</p> <p>Explore properties of different objects/materials: moving, combining, lining up and stacking (loose parts).</p> <p>Use their imagination as they consider what they can do with different materials; fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing and cutting.</p>	<p>Explore paint using brushes and other tools, including natural and man made; sticks, pinecones, cotton buds, sponges, marbles, and toy cars.</p> <p>Explore simple print-making, developing the fine motor skills to grip and hold (using natural resources such as pine cones, leaves, sticks, potatoes)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p> <p>Use scissors to snip</p>	<p>Explore with natural and man made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated.</p> <p>Explore drawing and painting on different surfaces such as paper, card, foil, corrugated card, bubble wrap and recycled materials.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Begin to explore a range of materials and textures (loose parts/junk modelling) to create simple constructions and models which express their ideas. Use simple tools to join, fix, cut etc.</p> <p>Find, collect and stick material onto a surface to make a picture or pattern.</p>	<p>Explore colour and colour-mixing with paint, naming colours and observing changes.</p> <p>When painting, begin to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>Select appropriate colours to achieve a desired effect when drawing or creating a piece of art e.g. use yellow for a sun.</p> <p>Begin to make constructions and models with a purpose, deciding/planning what to make. Use tools with increasing control to support model-making.</p> <p>Use scissors to follow a straight line</p>	<p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p> <p>Draw with increasing complexity and detail e.g draw a person using a circle for a head and straight lines for limbs.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Make a clay form and manipulate it with fingers to suggest a subject (it is a...)</p> <p>Explore different materials freely, developing their own ideas, deciding how to use them and what to make.</p> <p>Use scissors to follow a curved/ zig zag line</p>

Reception

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>L1. To draw a picture of my family (that resembles a head and body).</p> <p>L2. Explore using a variety of mark-makers (pencil crayons, crayons, chalk, pastels and charcoal). Explore which one's smudge and which one's don't.</p> <p>L3. Explore weaving using thick ribbon in and out</p>	<p>L1. Explore artists - Piet Mondrain and Mary Quant and create a picture inspired by their work using primary colours. Know that red, blue and yellow are primary colours. Decide which mark-maker will be best to create the best effect (felt-tips, pencil crayons or chalk) and explain why.</p> <p>Demonstrate control when using colouring pens and pencils to stay within the lines.</p>  <p>L2. Explore what happens mixing primary colours to create secondary colours.</p> <p>When painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>L3. Use scissors and glue to cut out rectangles and squares to create a picture/collage inspired by Piet Mondrain and Mary Quant.</p>	<p>L1. Using clay and tools make/sculpt a bowl (inspired by 'goldilocks and the three bears). Research examples to identify shape and design.</p> <p>L2. Paint/print/decorate the bowl using repeating patterns. Research patterns on bowls for inspiration.</p> <p>L3. Create a model using recycled materials and loose parts. Share their creations, explaining the process they have used.</p>	<p>L1. Explore printing using natural materials noticing textures and patterns (use sticks, leaves and pine-cones, stones, string, to create a picture inspired by Orla Kiely).</p>  <p>L2. To draw a self portrait using a mirror (display in class). Pay attention to details and select appropriate colours to colour in.</p> <p>L3. Design and make a hat (book Hats of faith) using a range of skills such as folding, cutting, joining, sticking and colouring.</p>	<p>L1. Explore artist - Kandinsky and create a picture inspired by his work.</p> <p>L2. Continue to develop Kandinsky inspired art. Draw and cut circles of different sizes.</p> <p>L3. Continue to develop Kandinsky inspired art. To combine materials using layering (sticking the circles of different sizes on top of one another).</p> 	<p>L1. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</p> <p>L1. Using clay make a sculpture of a chosen minibeast shaping, moulding and combining pieces, with a systematic approach e.g. begin with the body, add a head, wings, legs etc.</p> <p>L2. In groups of 4 collaboratively create a model using recycled materials and loose parts. Share their creations, explaining the process they have used.</p> <p>(Making fruit skewers)</p>

YEAR 1

Art - Stanley Chow (Drawing - Portraits)	Art - Printing	Art - Frida Kahlo (Collage)
<p>1.I can explore the work of Stanley Chow</p> <p>2.I can identify and draw the basic shapes and lines to draw a face (using pencil)</p> <p>3. I can begin to show expression when drawing a face</p> <p>4. I can develop my ideas using the appropriate colouring pencils</p> <p>5. I can create a portrait of myself. I can select and use pencil and coloured pencils and use them appropriately.</p> <p>6. I can evaluate my work against that of Stanley Chow.</p> <p>Essential knowledge:</p> <ul style="list-style-type: none"> -To know that Stanley Chow is a local artist and how he developed his skills as a child -To be able to identify key features in a person's face -To know that Stanley Chow creates a likeness to his person by sometimes adding objects or clothing can help us recognise them <p>Essential skills:</p> <ul style="list-style-type: none"> -To draw a face, including all the key features -To use the correct shapes when drawing a face -To be able to correctly position facial features in relation to each other -To be able to correctly hold a pencil/ coloured pencil to sketch and colour <p>Key Vocab: draw, shape, lines, expression, portrait, sketch, position</p>	<p>1.I can use different objects/ materials around me to create repeated prints</p> <p>2.I know who Joan Miro is and about his work</p> <p>3.I can explore the technique of String Art to create one off prints (Joan Miro) (using poster paint)</p> <p>4. I can explore collage materials and other materials and methods I can use to create a collage with a Miro feel.</p> <p>5.I can evaluate my work against the criteria and think about how to improve</p> <p>Essential knowledge:</p> <ul style="list-style-type: none"> -Jean Miro was a Spanish artist -Joan Miro would cut up pictures and rearrange them, creating new patterns and adding daubs of colour. -Colourwash is a mixture of paint and water, used to produce a very thin, pale colour. -To understand the meaning of the word 'Background' <p>Essential skills:</p> <ul style="list-style-type: none"> - To use a variety of techniques to create artistic effects.e.g irregular and repeating patterns -To select and apply collage materials appropriately -To embellish my art by adding a one-off print using string -To create a colour wash background <p>Key vocab: Repeat, pattern, print, press , pull, mirror image, one off, string, daubs</p>	<p>1.I can explore the work of Frida Kahlo and compare her work to the work of Stanley Chow.</p> <p>2.I can create a mind map of ideas that represent myself.</p> <p>3.I can use ICT and other media to collect ideas for my final piece</p> <p>4.I can create a Frida Kahlo inspired collage of myself/ partner/ member of the Royal family, using a combination of the collage materials I've collected and pencil sketch</p> <p>5. I can compare/ contrast and evaluate the portrait I've made against a design by Frida Kahlo.</p> <p>Essential knowledge:</p> <ul style="list-style-type: none"> -To understand that Frida Kahlo uses collage to create vibrant and interesting imagery (colour, shape, texture and layering) -To understand that ICT can be used to help enhance our artwork <p>Essential skills:</p> <ul style="list-style-type: none"> -To understand how you can use a mind map to generate ideas -To be able to select images which relate to the character -To be able to use correct proportion when positioning facial features To evaluate my portrait against a design by Frida Kahlo To be able to cut and arrange found images <p>Key vocab: cut, image, collage, combine, join, materials, sketch, plan, portrait, layers</p>

YEAR 2

Art - Pointillism	Art - Ceramics	Art - L.S Lowry (BOOK Lowry workshop)
<p>1.I can explore pointillism art (Georges Seurat and Paul Signac)</p> <p>2. I can experiment with a small paint brush to create texture using different sized dots</p> <p>3.I can begin to describe colours, creating lighter/ darker with the use of black & white paint and a fine brush. I can confidently express links between colour and emotion</p> <p>4. I can plan my firework painting by sketching out in pencil</p> <p>5.I can apply my knowledge of pointillism to create my firework painting.</p> <p>6. I can evaluate my work against that of our inspirational artists</p> <p>Essential knowledge:</p> <p>-I can express links between colour and emotion/ feelings</p> <ul style="list-style-type: none"> ● Red: excitement, danger, anger ● Yellow: hope & positivity ● Green: health & nature ● Blue: freedom & expansiveness <p>-In a pointillist painting, every part of the picture is done in tiny dots, and most of the dots are about the same size</p> <p>-Pointillists often depict landscapes, portraits and seascapes</p> <p>Essential skills:</p> <p>-To use a small paint brush to create texture using different sized dots</p> <p>-To create lighter and darker colours</p> <p>-To use a brush to create areas of intense colour and less dense colour</p> <p>-To plan a firework painting by sketching in pencil</p> <p>Key vocab: light, dark, pointillism, emotions, fine, brush</p>	<p>1.I understand what ceramics are and know about Wedgewood (ceramics) and the work of Henry Holland (ceramics)</p> <p>2. I can use my imagination to sketch different designs for my own ceramic plate</p> <p>3. I can practise rolling plasticine so that it is even</p> <p>4. I can roll out my clay and shape it so that it looks like a plate</p> <p>5. I can embellish my plate using inspiration from the work of Henry Holland</p> <p>6. I can evaluate my work against that of Henry Holland</p> <p>Essential knowledge:</p> <p>-Henry Holland is from Ramsbottom, Greater Manchester. He started his career as a fashion designer before taking an interest in ceramics during lockdown.</p> <p>-Henry Holland is an expert in both high-street and high-end</p> <p>-To understand that clay comes from the earth</p> <p>-To understand that air/ heat hardens clay and that hardened clay is called ceramic.</p> <p>-To know that sketching is a quick observation and is not usually the finished piece of art</p> <p>-To recognise design features of Henry Holland's work</p> <p>-To know how to manipulate clay to create an end product - rolling, cutting & smoothing</p> <p>Essential skills:</p> <p>-To roll,clay to an even thickness</p> <p>-To cut and shape clay to a template</p> <p>-To use a rolling pin and mat appropriately</p> <p>-To create a design influenced by Henry Holland</p> <p>Key vocab: ceramics, clay, roll, width, equal, bold, pattern, colour, plate, shape, design, tools (rolling pin mat, clay knife)</p>	<p>1. I can explore the work of Lowry and compare it to that of other artists</p> <p>2.I understand what perspective means</p> <p>2. I can draw from observation matchstick people and animals using a range of materials and then evaluate</p> <p>3. I can explore the fore, mid & background of Lowry paintings</p> <p>4. I can create the different layers for my Lowry inspired artwork (fore/mid/background). I can try and use perspective.</p> <p>5. I can evaluate my piece of work and suggest changes I would make (making changes if time allows)</p> <p>Essential knowledge:</p> <p>-Lowry was a 20th century artist from Salford</p> <p>-Lowry painted industrial scenes across Manchester and Salford</p> <p>-Lowry's artwork was painted on a white background</p> <p>-Lowry was famous for his" Matchstalk men and Matchstalk cats and dogs" (there's even a famous song about them!!)</p> <p>-A landscape can usually be divided into back, mid and fore ground</p> <p>-Objects appear to be smaller the further away from you they are positioned.</p> <p>-Perspective in art is showing a 3D on a 2D landscape. .</p> <p>Essential skills:</p> <p>-To be able to draw figures in the style of Lowry using a variety of media, and evaluate these for effectiveness</p> <p>-To be able to draw 2d buildings using a ruler</p> <p>-To be able to create back, mid and foreground with appropriate scale, using the templates given</p> <p>Key vocab: Salford, fore, mid, background and scale, perspective,</p>

YEAR 3

Art - Colour

1. I understand the difference between harmonious, complementary/ contrasting colour schemes, and can create my own colour wheel.
2. I understand how combinations of colour can create different moods
3. I can practise the techniques of toning, shading and smudging (using pencil, charcoal and chalk pastels)
4. I can investigate the use of colour in the work of the artist **Mark Rothko** and his "Colour field" paintings
4. I can choose and apply coloured paper and paint to create contrasting images.
5. I can evaluate my work

Essential knowledge:

- Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.
- Complementary colours sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours.
- Mark Rothko was an Abstract Expressionist. He wanted to paint human emotions.
- Rothko was born in Latvia in 1903, but when he was ten his family moved to America.
- His most famous work is known as abstract expressionism or colour field painting.
- Shading is the darkening or colouring of a drawing with lines or blocks of colour, and is often used to create the illusion of depth or make an object three-dimensional.
- Smudging is a technique of shading. A shading is first made on paper, then a finger or a soft material like a piece of cloth is used to smear the shading to make it smooth and well blended.

Essential skills:

- To use harmonious colours
- To use complementary/ contrasting colours
- To combine media to create a collage with dramatic effect
- To be able to use colour field techniques to create a collage

Art - The Great Wave

1. I can explore the 'Great Wave' by **Hokusai** and discuss the use of colour and scale.
2. I can explore creating different shades, tints and tones.
3. I can explore creating different textures using pencil, paint and a range of tools
4. I can practise my drawing skills when drawing the fore, mid and background
5. I can improve my drawing and painting skills when creating my own version of The Great Wave
6. I can evaluate my work and suggest ways to improve.

Essential knowledge:

- Katsushika Hokusai, known simply as Hokusai, was a Japanese artist who worked as a painter and printmaker.
- A tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.
- A shade is where an artist adds black to a colour to darken it down.
- A tone is where an artist adds grey to a colour.

Essential skills:

- To create different shades of blue to add depth and movement to my artwork
- To identify and recreate a fore, mid and background to my painting which has a likeness to The Great Wave
- To explore the use of texture and create different textural effects using pencil
- To create various tints and tones

Key vocab: fore, mid and background, scale, tints, tones, light, dark, moods, texture

Art - Printing

1. I can explore the work of **Andy Warhol** and compare it to other artists I have studied
2. I can test and evaluate printing ink and acrylic paint to create effective prints
3. I can plan my Andy Warhol inspired design and explain my choices
4. I can create my printing block using foam and card
5. I can create a background pattern using coloured paper and apply my print on top.
6. I can evaluate my work against that of Andy Warhol explaining similarities and differences and suggest improvements

Essential knowledge:

- Andy Warhol was born in 1928 in Pennsylvania and was part of the pop art movement.
- Andy Warhol used printing methods so he could reproduce lots of the same pieces of artwork (this is called batch production)
- I can identify the benefits of printing over other mark making method such as painting or drawing

Essential skills:

- To be able to make a simple printing block
- To be able to produce a repeatable block print in the style of Andy Warhol
- To be able to ink up and position a printing block precisely to avoid smudging
- To be able to evaluate the effectiveness of ink and acrylic as printing media

Key vocab: repeat, block printing, pop art, roller, acrylic, ink

representing Stonehenge Key vocab: Contrasting complementary, harmonious, dramatic, colour field, media combine, mood, toning, architect, shading, smudging		
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YEAR 4		
Art - Indian Madhubani drawings	Art - Clay pinch pots	Art - Movement in Art
<p>1. I can explore the history and styles of Indian art 2. I can practise creating simple Madhubani patterns using pencil 3. I can practise creating simple Madhubani patterns using colouring pencils and felt tips and compare these techniques to traditional techniques (using twigs etc) 4. I can plan my own Madhubani drawing 5. I can create my own Madhubani painting 6. I can evaluate my final piece of work and that of others</p> <p>Essential knowledge: -Madhubani is one of many different types of traditional Indian art -Vibrant colours, symmetrical shapes and beautiful designs are used in Madhubani art -Painting is done with fingers, twigs, brushes, nib-pens and matchsticks.</p> <p>Skills: -To copy simple Madhubani patterns using pencil -To refine drawings using felt pen and colouring pencils -To verbally evaluate the effectiveness of traditional Madhubani tools and compare to modern drawing/ painting methods -To evaluate my own work and that of others and make constructive suggestions for improvement</p> <p>Key vocab: natural, bold, geometric, pigment, contrast, manmade, patterns</p>	<p>1. I can sketch 2 ideas for my pot using a set of criteria (each using a different Madhubani pattern) 2. I can create a smooth and even sphere. I can use the pinch method to create a pinch pot 3. I can decorate my pinch pot using Madhubani motif (using the incise method and clay tools) 4. I can apply colour appropriately to my dried pot (using acrylic paint) 5. I can evaluate my design against my design idea and make suggestions for improvements</p> <p>Essential knowledge: -The incise method involves the removal of material -I understand the importance of drying times prior to painting, methods of speeding up/ slowing down drying times -I know how to appropriately wrap my clay, depending on whether I need to continue working/ need it to dry</p> <p>Essential skills: -To be able to evaluate ideas, to understand why certain ideas might not work. -To be able to form a smooth and even sphere -To be able to wrap clay appropriately at end of each session -To be able to use the pinch method to create a pot -To be able to select appropriate tools to create pattern</p> <p>Key vocab: incise, pinch, press, rotate, incise, sphere, motif, smooth</p> <p>https://craftyartideas.com/pinch-pots-air-dry-clay/</p>	<p>1. I can draw basic body proportions correctly when drawing a person. I can sketch (using pencil) from first-hand observation (wooden mannequin models) (discuss difference between drawing and sketching, how to hold pencil etc) 2. I can study the illusion of movement in art by different artists 3. I can draw and show movement in people 4. I can explore the history of horses in art, looking at the work of George Stubbs. 5. I can draw basic body proportions when drawing animals, including a horse</p> <p>Essential Knowledge: -George Stubbs was an English painter (from Liverpool), best known for his paintings of horses. Self-trained, Stubbs learnt his skills independently from other great artists of the 18th century. -Horses were very popular both as transport to move people around and as entertainment at the horse races. Lots of rich people owned horses and paintings of these were a way of showing wealth before cameras were invented. -Objects can be broken down into simple geometric shapes to help when sketching -I recognise techniques which can be used to show movement in art. -I know the meanings of the words 'proportion' and 'scale'</p> <p>Essential skills: -To use a pencil to make an observational sketch, breaking down my image into smaller pieces -To create a sketch which shows movement -To apply proportion and scale to my artwork -To evaluate my work and make changes based on this</p>

		Key vocab: anatomy, sketch, illusion, movement, simplify, shapes
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YEAR 5	
Art - Islamic Art	Art - Hundertwasser
<p>1. I can explore ancient Islamic art and more contemporary art and identify key features (geometric patterns, vegetal patterns and calligraphy)</p> <p>2. I can compare Islamic art to other forms of art I have studied and can identify where Islamic art can be found</p> <p>3. I can complete different geometric designs, developing my control and use of materials</p> <p>4. I can create my own piece of Islamic art, using a template given</p> <p>5. I can create my own piece of Islamic art, drawing a 6 pointed star to begin with</p> <p>6. I can evaluate my work and make changes</p> <p>Useful resource - https://greenlane.bradford.sch.uk/wp-content/uploads/2020/06/22_06-Art-KS2.pdf</p> <p>Essential knowledge:</p> <ul style="list-style-type: none"> -Islamic art has been typically characterised by the absence of figures (animals or humans) and extensive use of calligraphic, geometric and abstract floral patterns -Islamic art is different because it is not just decorative but reminds the viewer of Allah (pbuh), the name Muslims give to their God. A lot of Islamic art is used for carpets, on buildings, especially mosques, as well as to hang on the wall <p>Essential skills:</p> <ul style="list-style-type: none"> -To copy simple geometric patterns using pencil -To refine drawings using pen and colouring pencils -To create my own example of Islamic art -To show greater control when using materials -To evaluate my own work and that of others and make constructive suggestions for improvement <p>Key vocab: calligraphy, geometric patterns, vegetal patterns, Arabic, repeated</p>	<p>1. I can explore the work of Hundertwasser and create a list of common characteristics in his artwork, comparing him to other artists studied (Common Characteristics: Subjects: - Faces - Buildings - Plants Art Elements/ Principles: - Line: curving, especially spirals - Pattern: shapes and colours - Colourful - Variety)</p> <p>2. I can practise drawing in the style of Hundertwasser using a template given (houses, trees, other..... Movement, repetition, layering /overlapping. Alagonous colours. Complementary colours)</p> <p>3. I can create an imaginative dreamscape in pencil using all of these elements and thinking about filling our pages and balancing the elements in our composition.</p> <p>4. I can use marker pen to create a new version of my design</p> <p>5. I can analyse Hundertwasser's use of colour (noting that he often used complimentary (across from each other on the colour wheel) and analogous colours ('neighbours' on the colour wheel)</p> <p>6. I can apply colour to my artwork (creating and applying my own tints/tones) and evaluate, suggesting improvements.</p> <p>Essential Knowledge:</p> <ul style="list-style-type: none"> -Hundertwasser was an Austrian artist, architect, ecologist and environmental activist. Through his art, he tried to reveal the possibilities of a better world with a safe environment and protected nature. - I know how Hundertwasser uses different colour combinations - Balance is the distribution of the visual weight of objects, colours, texture, and space. -Composition is the way in which different elements of an artwork are combined or arranged. <p>Essential skills:</p> <ul style="list-style-type: none"> -To create a dreamscape linked to the environment, taking inspiration from Hundertwasser - To create a balanced composition -To apply colour combinations to create both analogous and complementary schemes in my drawing <p>Key vocab: contrasting, complimentary, balance, composition, analogous ('neighbours' on the colour wheel)</p> <p>https://artroombritt.blogspot.com/2018/01/friedensreich-hundertwasser-dreamscapes.html</p> <p>https://slideplayer.com/slide/15528026/93/images/2/As+a+painter+and+an+architect%2C+Hundertwasser+rejected+the+straight+line+in+any+of+his+projects_.jpg</p>

YEAR 6

Art - Clay coil pots with lids

1. I can recall pinch pots, and compare these to coil pots. I can recall the method of "incised" design and understand "applied design"
2. I can sketch and annotate 3 ideas for a pot with a lid. The ideas should include applique and coil pot methods (as a minimum). I can work in a team to evaluate our designs
3. I can create a coil pot using even coils of clay. I can use the "slip and score" method to join clay. I can wrap my clay to prevent it from drying.
4. I can select and use appropriate tools to smooth clay coils. I can create the lid for my pot using the same coil technique
5. I can create applique embellishments and attach to my pot using the "slip and score" technique
6. I can add appropriate colour to my pot using acrylic paint and a fine brush
7. I can evaluate my work and make changes where necessary

Essential Knowledge:

- Slip and scoring is used to join pieces of clay when using applique method (Slip is watered down clay and acts as a glue).
- I know the difference between incised and applique methods of embellishing clay
- I know how to wrap clay according to next stage
- I know that clay is usually made permanent by firing in a kiln and how it differs from air drying clay

Essential skills:

- To be able to create even clay coils
- To be able to use slip and score method to join clay
- To be able to work as a group to discuss pros and cons of design ideas
- To be able to shape clay to create an applique design.
- To be able to apply applique design using slip and score method
- To be able to select and use clay tools appropriately

Key vocab: slip, kiln, firing, clay, ceramic, bisque, glaze, coil pot, pinch pot, score, utilitarian, decorative, construction, slip and score, incise and applique

Art - Mixed Media

1. I can explore the work of **Teesha Moore**.
2. I can experiment with different effects and textures including blocking colour, washes, thickened paint to create a textural effects (Printing ink, watercolour)
3. I can plan a portrait of myself/ a book character confidently collecting and recording visual information from sourcing, planning and collecting materials (including using ICT). I consider balancing the elements in my composition.
4. I can work in a sustained way to develop my own style using mixed media
5. I can review my ideas as they develop and make changes
6. I can evaluate my final piece against the work of Teesha Moore.

Essential Knowledge:

- Teesha Moore is a famous American mixed media artist. Most of her works feature bright and vibrant colours. That is why their works have a playful and colourful look. Moore applies the white colour in her later work since she wants to give it more definition and emphasis.
- Colour blocking focuses upon two or three colours and simple, graphic shapes to create a striking impact and vibrant energy. Colour blocking arose during the modernist art movement of the 20th century.
- Mixed media is a term used to describe artworks composed from a combination of different media or materials.

Essential skills:

- To use colour blocking
- To use mixed media in your portrait
- To evaluate your work against that of Teesha Moore
- To work in a sustained way
- To create a balanced composition

Key vocab: colour blocking, mixed media, sustained, thickened, balanced, composition

DT

Rec	Cooking - fruit skewers	DT - Textiles (weaving)	DT - Construction: structures
1		DT - Textiles (hand puppets) 2+3	DT - Mechanisms: Wheels and axles 1
2	Cooking - couscous 1	DT - Textiles (book mark) 2+3	
3	Cooking - scone based pizza 1+2		DT - Mechanisms: Sliders & Linkages (celebration card) 3
4		DT - Textiles (pencil case with fastening) 2+3	DT - Construction - Bridges 1
5	Cooking - vegetable stir fry 2+3		DT - Mechanisms: Cams 1
6		DT - Textiles (upcycling leavers project: e.g. stuffed cushion with MCPA logo and photo transfers) 2+3	DT - Construction - Woodwork (desk tidy) 1

DT - Textiles (hand puppets)	DT - Mechanisms: Wheels and axles
<p>1.To investigate a range of puppets and their features 2.To develop and practise sewing skills. 3.To be able to design a glove puppet. 4.To be able to follow a design to make a puppet. 5.To be able to evaluate a finished product.</p> <p>Brief: To design, make and evaluate a hand puppet for Y2 children to use in a class puppet show that will be performed to another class. Your hand puppet should be measured and fit the wearer's hand accurately.</p> <p>Essential knowledge: -A hand puppet (or glove puppet) is a type of puppet controlled by a hand or hands. -A running stitch is a stitch that is in a straight line</p> <p>Essential skills: -I can describe my design by using pictures, diagrams and words. -I can explain what I am making and why my target audience will like it. -I can choose the best tools and materials. -I can give a reason why these are the best tools or materials. -I can join things (materials/components) together in different ways. -I can make a product that looks like my plan. -I can describe what went well with my work and what I would do differently if I did it again.</p> <p>Vocab: needle, fabric, thread, stitch, sew, pattern, cut</p> <p>https://cdn.shopify.com/s/files/1/0338/5478/3626/files/Puppets_DT_Overview.pdf?v=1640268649 https://www.sacred-heart.bolton.sch.uk/wp-content/uploads/2022/03/Year-2-Spring-Handpuppets.pdf</p>	<p>1.I can explain that wheels move because they are attached to an axle. 2. I can recognise that wheels and axles are used in everyday life, not just in cars. I can explore and evaluate existing products. 3. I can design a vehicle that includes functioning wheels, axles and axle holders. I can talk about my ideas. 4. I can make a moving vehicle with working wheels and axles. 5. I can explain what must be changed if there are any operational issues. I can talk about how my structure can be made stronger, stiffer and more stable. 6. I can evaluate my design against the design brief and criteria</p> <p>Brief: Design and make a moving toy vehicle using wheels and axles which would be suitable for a child in Nursery to play with.</p> <p>Essential knowledge: -I know that on a vehicle the wheels need to be fixed to an axle -The axle needs to move freely in the chassis -I can explain how a wheel and axle move on a vehicle. -I know that some materials are stronger and more rigid (stiffer) than others e.g. thick card is stronger and more rigid than paper</p> <p>Essential skills: -I know and can explain how to join materials to make a moving vehicle with a chassis , wheels and moving axles -I can use tools and equipment safely and correctly e.g. scissors, glue, tape</p> <p>Vocab: wheels, axles, mechanisms, vehicle, body, stable, chassis</p> <p>https://www.beechhillprimary.com/wp-content/uploads/2022/06/DT-Vehicles2085-1.pdf https://irp.cdn-website.com/74725dae/files/uploaded/KS1%20DT%20Core%20Knowledge%20Organiser%20Vehicles%20Autumn%202020.pdf</p>

DT - Cooking

Brief: To design and make couscous to encourage children to eat a range of vegetables

Essential knowledge:

- I know what seasonality means
- Fruit and vegetables are imported to this country because the seasons dictate when they are available. (E.g British strawberries are only available in summer, therefore if you need them in winter they will need to be imported from another country and they will be more expensive)
- Exotic and tropical fruit and vegetables are imported from many different countries, because it travels so far it is usually more expensive than native fruits and vegetables.
- Boiling involves cooking in water that is at or near 100 degrees
- I know how to stay safe when using a kettle
- I know where my ingredients come from
- I can follow a recipe with step by step support from an adult
- I know how to use a bridge and claw when handling a plastic knife
- I know the difference between a teaspoon and a tablespoon
- I know to use hot soapy water to wash equipment after I have used it
- I know how to dry equipment
- I can say what I like about my dish
- I know the difference between a fruit and a vegetable
- I know how to use a blunt knife safely
- I know what a bridge and claw is

Essential skills

General practical skills – weighing and measuring
 Knife skills – use of a knife and dicing and slicing (peppers and spring onions)
 Use of equipment - using specialist equipment (kettle)
 Cooking methods - absorption method
 Combining and shaping - Mixing

Vocab:**DT - Textiles (book mark)**

1. I can explore the work of Lucienne Day and plan my Lucienne Day inspired bookmark
2. I can practise my cutting skills.
3. I can practise sewing skills using a running stitch (large eyed plastic needle and binka)
4. I can create my bookmark which includes a running stitch (large eyed plastic needle and binka)
5. I can add a Lucienne Day inspired design onto my bookmark
6. I can evaluate my work and that of others using a success criteria

Brief: Complete a Lucienne Day inspired bookmark that you can use during Take 10.

Essential Knowledge:

- I know how to keep myself and others safe in textiles lessons
- Fabric is sometimes also called material or cloth
- A paper template (or pattern pieces) is used to help cut out shapes accurately
- Templates should be positioned so we don't waste fabric.
- There are different techniques we might use to decorate fabric: sew fabric onto other fabric (applique), Attach or glue on sequins, buttons or other decorations

Essential skills:

- I can thread a large eyed plastic needle
- I can do a running stitch on a single layer of binka
- I can do a running stitch using regular spacing pattern
- I can make a template
- I can cut fabric neatly with scissors
- I can hold and use scissors safely and appropriately
- I can tidy up after a sewing lesson

Vocab: running stitch, thread, needle, knot, binka, Eye of needle, spacing, fabric, thread pattern, sew, thread, cotton

DT - cooking

Brief: To design and make a healthy pizza to serve at a child's birthday party

Essential knowledge:

- I understand that a healthy diet is made up by eating a varied diet containing fruit and veg, protein, carbohydrates and dairy.
- I know where my ingredients come from
- Fruits and vegetables can be preserved by freezing, pickling / jam making, drying, tinning
- Animals and vegetables are farmed for food
- Fish can be either caught from the sea or lakes , or can be farmed in special Fish farms where the fish are kept in tanks or artificial enclosures such as fish ponds.
- I know how fish are caught, reared and processed.
- I know about Nicolas Apert who created tinned fish in 1795
- I know the different oven symbols and what they stand for (the fan setting to bake something – wiggly line at the top is the grill)
- I know how to stay safe when using an oven (oven gloves)
- I know how to prepare my workspace and self for cooking (wipe tables down, gather ingredients and equipment, tie hair back and put an apron on)
- I can follow a recipe with support from an adult
- I know what a scale is and units of measurement
- I know how to use weighing scales and a sieve
- I know that dough needs to be left in a warm area for at least an hour to 'prove'
- I can use hot soapy water to wash my equipment
- 0-I can say what I like about my dish and what I would improve next time

Essential skills:

General practical skills – weighing and measuring and final product quality

Knife skills – use of a knife and dicing (peppers and spring onions)

Use of the cooker - Oven symbols

Cooking methods - baking

Combining and shaping - rubbing in method, shaping and layering

Vocab:

DT - Mechanisms: Sliders & Linkages (celebration card)

- 1.I can understand how a range of mechanisms create movement. I can explore **George Stephenson's Rocket**.
2. I can explore linkages to get things moving.
- 3.I can explore sliders to get things moving
- 4.I can develop my understanding of different mechanisms and how to make them
5. I can mindmap the brief and what it is asking (celebrations- types, movement- types- up and down, left and right, person... what do they like/ need/ occasion)
5. I can design a product, meeting the needs of the user
- 6.I can use a range of techniques to create a prototype of my celebration card
- 7.I can use a range of techniques to build my final design
- 8.I can critique, evaluate and test my ideas and products and the work of others

Brief: Design and make a moving thank you card for someone special in the community. The card needs to be aesthetically pleasing and should function using a slider to create movement.

Essential knowledge:

- A mechanism is moving parts that perform some function.
- A linkage is a connection between two or more things, so that one thing happening or changing depends on the other thing.
- A slider is a lever that is moved horizontally or vertically to control an object.
- The fulcrum is the place where the lever pivots.
- Aesthetic is the way something looks
- Function is the way something works or does its job

Essential skills:

- Discuss design brief, mind mapping needs of user as a class
- To be able to use a hole punch to create a hole for the fulcrum
- To be able to apply split pins to create fulcrum
- To be able to cut card accurately with scissors
- To be able sketch two ideas and add simple annotation
- Talking ideas through and mind mapping needs of user
- Creating a prototype
- Critically evaluating my final product with WWW and EBI

Vocab: Push, pull, slider, fulcrum, slot, mechanism, prototype, evaluate, critique, linkage, horizontally, vertically, slide , aesthetic, function, user

YEAR 4

DT - Textiles (pencil case with fastening)

- 1.I can understand the design brief and investigate a range of pencil cases.
- 2.I can practise and compare sewing stitches (running stitch and cross stitch)
- 3.I can investigate ways of opening and closing pencil cases (velcro/ zip/ button, magnet) and create a class design criteria / targets (specification) for my pencil case
- 4.I can create an annotated design for my pencil case and create patterns for my applique design.
- 5.I can attach my applique detail to my fabric pieces to then make my pencil case with a fastening
- 6.I can evaluate my pencil case based on my design.
- 7.I can explore the work of **Issac Singer** (modern sewing machine during the industrial revolution) and **James Hargreaves** (the spinning jenny - a machine that used a large wheel to spin many spindles of thread at once. The invention increased the production ability of textile manufactures and was particularly useful).

Brief: Design and make prototype pencil case to store pens, pencils and other stationery items that you identify. The pencil case should appeal to a year 4 child and should be functional and keep the contents secure when in a bag

Essential knowledge:

- A fastening is a device that closes or secures something
- Fastenings come in many different types (buttons, press studs, zips, tie fastening, magnetic snaps, hook and eye, velcro)
- A specification is a list of targets we use to check the success of our product
- Function is whether a design works and helps the users meet their goals and needs.

Essential skills:

- Using a back stitch and cross stitch
- Join fabrics together using these stitches
- Attach buttons for purpose or decoration
- Threading a needle and select a back stitch or a knot to secure stitching
- Choose an appropriate fastener for the design brief.
- Attach the fastener using an appropriate stitch.
- Use a paper template (or pattern piece) to cut out.
- Position template so we don't waste fabric
- Pin template to fabric so it doesn't move.
- Cut out carefully with fabric scissors.

Vocab: running, cross stitch, joining, fabrics, components, template, pattern pieces, mark out, join, decorate, embellish, finish, applique, functional prototype, purpose, design specification

https://cdn.shopify.com/s/files/1/0338/5478/3626/files/Pencil_Cases_Overview.pdf?v=1646650263

DT - construction - Bridges

- 1.I can investigate and analyse a range of existing products. I can understand how key events and individuals in design and technology have helped shape the world (The ancient Romans constructed some of the most durable bridges ever. They built the Caravan Bridge, the world's oldest reliably dated bridge, **Benjamin Baker** - engineer and **Sarah Guppy** - an English inventor and the first woman to patent a bridge. **Leonardo da Vinci** designed many different types of bridges).
2. I can explore how to reinforce a beam (structure) to improve its strength.
3. I can build a spaghetti truss bridge
- 4.I can build a wooden truss bridge
- 5.I can complete, reinforce and evaluate my truss bridge
6. I can critique, evaluate and test my ideas and products and the work of others

Brief: Design a bridge that will span a given width and be stable enough to hold the greatest weight (competition in groups)

Essential knowledge:

- The ancient Romans constructed some of the most durable bridges ever. They built the Caravan Bridge, the world's oldest reliably dated bridge
- Isambard Kingdom Brunel was a Victorian engineer who was one of the main architects of Britain's industrial revolution. He was famous for his pioneering work on Britain's railways and ships. He built railways and designed bridges, tunnels, viaducts and passenger ships.

I can identify 4 types of bridge

- Arch Bridges.
- Beam Bridges.
- Suspension Bridges.
- Truss Bridges.

- I understand how triangulation (triangles) can be used to strengthen a structure
 - Triangles are stronger than squares
 - Reinforcing makes a structure stronger by adding another material or element.
- Modify is to change something, to improve it or overcome difficulties

Essential skills:

- I can use a range of materials to create 2 different types of bridges
- I can reinforce a beam to improve its strength
- I can test my ideas and then critique and evaluate
- I can make changes to improve the construction of my bridge
- Mark out- to measure or mark a piece of material that needs to be cut or shaped.

Vocab: Bridges: Arch, Beam, Suspension and Truss. Span, beam, reinforce, force, strengthen and triangulation, Mark out, Modify

YEAR 5

DT - Cooking

DT - Mechanisms: Cams

Brief: To design and make a vegetable stir fry which can be served as a dinner at the local residential care home.

Essential knowledge:

- I understand what a healthy and varied diet looks like and know about the work of Jamie Oliver to improve school meals
- It is important to eat a range of vegetables, these can be fresh, frozen or tinned, it is also important to eat vegetables which are different colours!
- I know where food comes from, when some foods are in season and how far they have to travel to get to us
- I understand the benefit of using processed food rather than cooking from scratch - Foods are usually processed to kill harmful bacteria or other microorganisms, to make them safer and for longer shelf life.
- I can identify kitchen hazards and can suggest ways to overcome
- I can explain and show how to prepare for cooking and how to tidy up at the end
- I know how to use the hob and a frying pan
- I know how to stir fry
- I can say what I like about my dish and what I need to improve, thinking about the nutritional value
- Eggs can come from birds that are free range or caged.
- We can eat eggs from many birds such as hen, duck, goose, quail or even ostrich!
- I know how eggs change when they are cooked. Eggs can be prepared for eating using many methods, frying (fried and omelette), boiling, poaching, scrambling, baking.
- I know what kitchen hazards are
- I can say what I like about my dish and what I need to improve - talking about the skills and ingredients I have used

Essential skills:

- General practical skills – weighing and measuring and final product quality
- Knife skills - use of a knife, slicing dicing and julienne batons
- Use of the cooker - hob
- Use of equipment - kettle, frying pan and heat proof spoon
- Cooking methods - boiling and stir frying
- Combining and shaping - mixing and coating
- Sauce making - (soy sauce and honey to add to vegetables)
- Preparing fruit and veg - garnishing

Vocab:

1. I can investigate different types of cam mechanisms. I can explain the difference between rotary and linear motion
2. I can design a product, meeting the needs of the user.
3. I can use a range of techniques to create a prototype of my mechanisms teaching resource. I can follow a step by step plan to produce a teaching tool involving cams
4. I can evaluate my product against the design criteria and consider the views of others to improve my work

Brief: Design a teaching tool which includes an example of a cam.

Essential knowledge:

- Cams convert rotary motion into linear motion.
- I understand the motion created by different cams (snail, eccentric, hexagon, pear/egg)
- A mechanical advantage is the amount of help you can get by using a simple machine instead of doing it yourself
- To understand the terms input and output of a mechanical system
- It is important to follow a step by step plan to produce something that works in the way you want it to

Essential skills:

- To be able to recognise the different types of motion created by different cams
- To be able to choose cams to create appropriate movement in my teaching tool
- To be able to follow step by step instructions
- To evaluate the making process... what would have happened if you didn't do stages in the correct order?

Vocab: Cams- Snail, eccentric, heart, pear., follower, centre of rotation, mechanical advantage, linear, rotary, mechanism, input, output, motion

YEAR 6

DT - Construction - woodwork (desk tidy)

DT - Textiles (upcycling leavers project: e.g. stuffed cushion with MCPA logo and photo transfers)

1. I can evaluate existing desk tidies (taking into account function, audience and aesthetics environmental, safety and manufacturing considerations)
2. I can sketch an exploded diagram for my own desk tidy
3. I understand the importance of health and safety when doing woodwork
4. I can measure, mark and cut wood safely
5. I can join wood safely and effectively to create a desk tidy
6. I can strengthen, stiffen and reinforce my structure.
7. I can decorate my desk tidy, evaluating as I go along (myself and others)



Brief: Design and make a desk tidy that you can use at home to get you ready for secondary school

Essential knowledge:

- How wood can be finished to make it safe for the user
- How to keep myself and others safe during practical lessons
- Wood can either be natural or manmade.
- Natural wood is cut from trees ,
- Man made “boards” (such as MDF, plywood) are made from natural wood (sometimes recycled) which is processed in factories
- Sustainable wood comes from managed forests where new trees are grown to replace those cut down.
- A tenon saw is used for sawing straight cuts, a coping saw is used for cutting intricate details
- Sandpaper/ Glass paper is used to smooth wood
- I know how to join pieces of wood in different ways (an adhesive, a joint, a nail or screw)
- A butt joint is a technique in which two pieces of material are joined by simply placing their ends together without any special shaping.

Essential skills:

- To be able to evaluate existing products and use information to

1. I understand how upcycling can solve environmental problems and how people, such as **Stella McCartney**, have used innovative approaches to tackle this.
2. I can analyse the design brief and can create a mind map about my time at MCPA and create my own design criteria/ targets (specification)
3. I can sketch 2 different designs for my product and evaluate these against my design criteria. I can consider the views of others when doing this.
4. I can sketch an exploded diagram of my final design.
5. I can create a “plan of making” for my cushion, so I can create a successful product.
6. I can make my product using pattern pieces and computer-aided design (photo transfers). I can select and use appropriate methods to join materials.
7. I can evaluate my work throughout.

Brief: Design and make a cushion which will serve as a memento of your time at MCPA. The design should combine new and recycled materials, represent a new start but also celebrate memories and should incorporate printed imagery. The design should be well thought out and should be aesthetically pleasing.

Essential knowledge:

- Buying, using and disposing of new products is called consumerism, this has negative impact on the environment
- It is important to recycle materials to reduce landfill and conserve energy and raw materials
- The 3Rs are important to protect our environment, these are Reduce, Reuse and recycle
- Heat transfer can be used to put images onto fabric
- It is important to get the views of others when designing a successful product as they might be able to suggest improvements or spot problems you haven't noticed.
- The process of filling or padding fabric is called stuffing. Stuffing can be made from manmade or natural fibres, such as polyester, cotton or feathers

Essential skills:

- To be able to analyse a design brief, picking out important information
- To be able to write a specification for my cushion
- To be able to evaluate ideas against my specification
- To be able to follow a plan to complete the cushion in a logical order
- To be able to use constructive comments to help others develop their work
- To be able use ICT to select and save an image for printing
- Select and use stitches to join fabrics depending whether it's decorative or functional

Vocab: seam, stitch, stuffing, reinforce, hem, template, pattern pieces, pins, needles, upcycle, aesthetic, 3Rs: reduce, reuse & recycle, environmental, functional, natural, manmade

write a specification that covers function, audience, aesthetic, environmental, safety and manufacturing considerations

-To be able to make an exploded drawing of my desk tidy

-To make a "plan of making" for my desk tidy

-I can mark, measure and cut materials (wood) with precision

-I can join pieces of wood together to create a butt joint

-Refine the finish with appropriate tools (sandpaper)

-Show an understanding of the qualities of materials to choose appropriate tools to cut and shape

-I can apply glue neatly and support my work while it sets

-I can choose appropriate materials to strengthen my structure.

-I can finish my desk tidy look aesthetically appealing

Vocab: Measure, annotate, mark, cut, bench hook, tenon saw, coping saw, g-clamp, saw (noun and verb), glue, stiffen, stronger, safety, reinforce, strengthen, frame, join, finishing, prototype, exploded diagram, sand paper, PVA glue

KS1: know about the work of a range of artists, craft makers and designers			
	Artists	Craft makers	Designers
Yr 1	Stanley Chow Frida Kahlo	Joan Miro	
Yr 2	L.S Lowry Georges Seurat & Paul Signac	Henry Holland & Josiah Wedgewood (ceramics)	Lucienne Day

KS2: know about great artists, architects and designers in history			
	Artists	Architects	Designers
Yr 3	Hokusai Andy Warhol Mark Rothko		George Stephenson Jamie Oliver
Yr 4	George Stubbs	Sarah Guppy Leonardo da Vinci Benjamin Baker	Isaac Singer James Hargreaves
Yr 5	Hundertwasser		Nadiya Hussain
Yr 6	Teesha Moore		Stella McCartney