



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'*

Art				
Themes of knowledge	Year 3 Prehistoric art, Still life sketching and transfers, canopic jars	Year 4 Roman mosaics, Rivers, David Hockey Trees	Year 5 Rebellious Art, Greek vases, Horizon drawing	Year 6 Mayan Masks, Viking Figureheads, Self-portraiture
<b>Drawing</b> KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	Experiment with cross hatching, blending Make marks using different drawing implements –charcoal Create textures with different drawing implements, charcoal, to draw different form and shape	Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension	Use different media to make marks and lines in dry media – Explore colour mixing and blending with coloured pencils Apply the effect of light on objects from different directions  Begin to use perspective in work using a single-foci point and horizon  Study form and figures	Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils  Produce accurate drawings from observation and use tonal contrast in drawings  Develop an awareness of composition, scale and proportion, foreground, middle ground and background.
<b>Colour</b> KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	Apply colour with different tools – brushes, rollers, fingers etc Experiment with effects and textures – dotting, scratching, splashing.	Colour mix to match tints, tones and shades in existing works. Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.	Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere Use a variety of tools to create texture	Mix and match colours to create light, thinking about direction of light and its effect on images  Use different media to create tints, tones, shade and mood  Identify how colour can portray emotion and use this in their own artwork
<b>Printing</b> KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.	Print with a wide range of objects, man-made and natural. Discuss regular and irregular shapes.		Print onto a textured surface – collage – using plastic bags to experiment with unique patterns and irregular shapes.	



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<p><b>Sculpture and collage</b> KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.</p>	<p>Shape, form and construct malleable and rigid materials. Construct a base for extending and modelling other shapes – clay – and use for a purpose.</p>	<p>Shape, form, model and construct malleable and rigid materials – wood, card</p>	<p>Use collage to represent objects as well as imaginative work.  Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture</p>	<p>Shape, form, model and join using malleable and rigid materials – clay, card, paper.</p>
<p><b>Artists/inspiration</b></p>	<p>Picasso Henry Moore Van Gogh</p>	<p>Claude Monet David Hockey</p>	<p>Banksy Greek pots Ansel Adams Edgar Degas Barbara Rae</p>	<p>Jean-Basquiat Mayan artwork Vikings</p>

Design and Technology				
Themes of knowledge	Year 3 Levers and linkages, Healthy Cheese Scones	Year 4 Pizza making Travel wallet Lighthouse model	Year 5 Bread making Binca Easter gift Planet automaton	Year 6 Pasta sauce/soup Fairground ride with circuits Lego WeDo
<p><b>Technical Knowledge</b></p>	<p>Understand and use mechanical systems in their products. • That mechanical systems have an input, process and output and create movement ie levers and linkages. • (Use lever and linkages board) • Earthquake model: That a simple fabric shape can be used to make a 3D textile product. • Vehicle creation *</p>	<p>Understand and use mechanical systems in their products • Lighthouse: To understand and use simple electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors. • Travel Wallet: Stitch (running stitch and over stitch), cut and join fabric</p>	<p>That mechanical systems have an input, process and output. • Understand how cams, gears and pulleys create movement and use them in their products. • (Use cams/gears board) • • Apply their understanding of how to strengthen and stiffen more complex structures.  Identify how artists use textiles. Create work using textiles, and various stitching</p>	<p>• To apply their understanding of computing to program, monitor and control their products.</p>



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			techniques and embroidery stitches.	
<b>Evaluate Existing Products</b>	Investigate and analyse a range of existing products: What is the product and how is it used? How well do products work, achieve their purpose and meet the user's needs and wants?	Investigate and analyse a range of existing products: What is the product and how is it used? How well do products work, achieve their purpose and meet the user's needs and wants? Why materials/ingredients have been chosen – what properties do they have?	Investigate and analyse a range of existing products: What is the product and how is it used? How well do products work, achieve their purpose and meet the user's needs and wants? Why materials have been chosen – what properties do they have? How well have the products been designed and made?	Investigate and analyse a range of existing products: What is the product and how is it used? How well do products work, achieve their purpose and meet the user's needs and wants? Why materials have been chosen – what properties do they have?
<b>Design Understanding contexts, users and purpose</b>	Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
<b>Generating, developing, modelling and communicating ideas.</b>	Generate realistic ideas focusing on the needs of the user. Communicate ideas through: discussion.  Pupils should: Generate, develop, model and communicate their ideas through : discussion, annotated sketches, pattern pieces and prototypes.	Generate realistic ideas focusing on needs of user. • to communicate ideas through discussion and sketches.  Pupils should: Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces, prototypes.	Gather information including web-based sources to inform own design criteria. • Identify the needs and wants and preferences intended user.  Pupils should: Generate, develop, model and communicate their ideas through : discussion, annotated sketches, pattern pieces , prototypes, and	Generate, develop, model and communicate their ideas through : discussion, annotated sketches, pattern pieces and prototypes . Describe how the product is fit for purpose. • Indicate the design features of their product that will appeal to the intended user. • Explain how particular parts of their product will function.



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			computer -aided design e.g. word.	
<b>Make Planning/ Practical skills and Techniques</b>	<p>Pupils should: Begin to order the main stages of making. •Follow procedures for safety and hygiene.</p> <ul style="list-style-type: none"> <li>•Measure, mark out, cut and shape materials and components with some accuracy: ruler, scissors, pencil, pins</li> <li>•Assemble, join and combine materials and components with some accuracy. •Use a wider range of materials and components including, food ingredients, mechanical components.</li> <li>•Experiment with simple finishing techniques</li> </ul>	<p>Pupils should: Independently order the main stages of making. •Follow procedures for safety and hygiene.</p> <ul style="list-style-type: none"> <li>•Measure, mark out, cut and shape materials and components with more accuracy.</li> <li>•Assemble, join and combine materials and components with some accuracy. •Use a wider range of materials and components including, food ingredients, pneumatic and electrical components. •Use simple finishing techniques accurately.</li> </ul>	<p>Pupils should: List tools, equipment and materials needed. Begin to formulate simple step by step plans as a guide to making. •Follow procedures for safety and hygiene.</p> <ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components accurately. • Assemble, join and combine materials and components accurately. •Use a wider range of materials and components including construction materials and kits, and mechanical components. •Use a range of finishing techniques accurately.</li> </ul>	<p>Pupils should: List tools, equipment and materials needed. Independently formulate detailed step by step plans as a guide to making. •Follow procedures for safety and hygiene. • Measure, cut and slice accurately using a range of tools</p> <ul style="list-style-type: none"> <li>• Assemble, join and combine materials and components accurately with a wider range of techniques. •Use a wider range of materials and components including food ingredients and electrical components.</li> <li>•Demonstrate resourcefulness when tackling practical problems.</li> </ul>
<b>Evaluate Own products and ideas</b>	<p>Evaluate their ideas and products against their own design criteria and identify strengths and areas for development in their ideas and products.</p>	<p>Refer to their design criteria as they design and make. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria.</p> <p>Evaluate and feedback on the work of others against their design criteria</p>	<p>Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria.</p> <p>Evaluate and feedback on the work of others against their design criteria.</p>
<b>Nutrition and Healthy Eating Where food comes from</b>	<ul style="list-style-type: none"> <li>•To understand seasonality. •To use food packaging to</li> </ul>	<ul style="list-style-type: none"> <li>•To understand seasonality.</li> </ul>	<ul style="list-style-type: none"> <li>•To understand seasonality.</li> </ul>	<ul style="list-style-type: none"> <li>•To understand seasonality. •To understand the principles of organic farming.</li> </ul>



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<b>Food preparation, cooking and nutrition</b>	find out where the food they eat comes from. •Which types of foods are processed?	<ul style="list-style-type: none"><li>• identify where different types of food are grown, reared and caught.</li><li>•That a healthy diet is made up from the variety and balance of different foods and drink as depicted in the eat well plate</li><li>•That to be active and healthy food and drink are needed to provide energy for the body</li></ul>	<ul style="list-style-type: none"><li>•To understand what Fairtrade is.</li><li>•How food is processed into ingredients that can be eaten or used in cooking.</li></ul>	<ul style="list-style-type: none"><li>•To understand how organic food is processed into ingredients that can be eaten or used in cooking.</li></ul>
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