



Steam Mills Whole School Theme Art & Design and D&T: Year B

Article 29: Your education should help you use and develop your talents and abilities.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year R	<p>Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Josef Albers, Wassily Kandinsky/Robert Delaunay, Piet Mondrian, Paul Klee, (Modern) C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop: ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made</p>	<p>Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Gustav Klimt (Romantic) Robert Indiana (Contemporary) C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop: ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made</p>	<p>Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Georgia O Keefe/ Kaffe Fassett (Modern)(Contemporary) C of E L: Play and Exploration, Active Learning, Creating and thinking critically AoL: Prime Areas and EAD Skills Progression: Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement</p> <p>Skills Progression: Design and Develop: ➤ Talk about what they want to make ➤ Making: Make models randomly ➤ Product and Evaluation: Be excited about what they have made</p>
Class 2 Year 1/2	<p>Theme: London Landscape/Collage Art: Collage – Henri Matisse (collage skills)</p>	<p>Theme: Home and Away Painting/Drawing/Sculpture</p>	<p>Theme: Important People Portraits/Painting Art: Portraits – Lowry (Modern) stylised portraits of important people</p>

Skills for Learning, Learning for Life

<p>Create a landscape of Great Fire of London using different materials.</p> <p>Skills Progression Year 1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Responding to ideas, exploring different tools ➤ Explore simple pattern <p><i>Design and make images</i></p> <ul style="list-style-type: none"> ➤ Communicate ideas and meanings simply. ➤ Investigate pattern and shape in the environment ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from memory, observation or imagination ➤ Identify ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use and investigate a variety of visual and tactile materials ➤ Use a range of processes to show ideas ➤ Select the best materials for the job ➤ Create collage with a range of materials and textures <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about paintings and say what they feel ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work. ➤ Think of ways to adapt and improve. ➤ Begin to use these ways to improve work. ➤ Explore ideas and change what they have done to make a better result. <p><i>Control and Expertise:</i></p> <ul style="list-style-type: none"> ➤ Use some control when creating their artwork ➤ Use a range of media and materials. 	<p>Art: Clifford Possum Tjapaltjarri -Aboriginal art – focusing on line/pattern to create images. Use animals as a focus.</p> <p>Art: Sculpture - create a clay animal with aboriginal patterns based on their painting.</p> <p>Skills Progression Year1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Respond to ideas, explore different drawing and painting tools. Explore simple pattern, ➤ Design and make images/artefacts ➤ Communicate ideas and meanings very simply. ➤ Investigate pattern and shape in the environment ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from observation, memory or imagination ➤ Identify different ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use primary and secondary colours ➤ Use and investigate a variety of visual and tactile materials ➤ Use a range of materials and processes to show ideas/meanings. Select the best materials for the job. <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about their work and say what they like ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work. Think of ways to adapt and improve. Begin to use these ways. Explore ideas and 	<p>Skills Progression Year1/2 Art <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> ➤ Responding to ideas, exploring different tools ➤ Exploring different drawing and painting tools ➤ Design and make images ➤ Communicate ideas and meanings simply. ➤ Explore ideas and collect information in a sketch book ➤ Reproduce from memory, observation or imagination ➤ Identify ways to express ideas <p><i>Using Materials:</i></p> <ul style="list-style-type: none"> ➤ Use primary and secondary colours. ➤ Use and investigate visual materials. ➤ Use a range of processes to show ideas ➤ Select the best materials for the job <p><i>Evaluating:</i></p> <ul style="list-style-type: none"> ➤ Talk about portraits and say what they feel ➤ Talk about and explain their work ➤ Describe what they think or feel about their own and others work. ➤ Think of ways to adapt and improve. Begin to use these ways. Explore ideas and change what they have done to make a better result. <p><i>Control and Expertise:</i></p> <ul style="list-style-type: none"> ➤ Mix colours randomly ➤ Use some control when drawing and painting ➤ Use a range of pencils when sketching. ➤ Make a variety of lines using different sizes and thickness when sketching portraits.
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<p>DT: Design a contraption to pour water on fire (must include a lever/pulley) Skills Progression: Year 1/2 <i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from their experience, talk about their ideas and say what needs to be done. ➤ Describe what they want to do and make lists of materials they will need. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use their knowledge of some working characteristics e.g. levers. ➤ Use levers in the plan ➤ Say how the product will be useful. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. <p><i>Making:</i></p> <ul style="list-style-type: none"> ➤ Know the features of a familiar product. ➤ Use a scissors to cut. ➤ Join two materials together – often with glue. ➤ Make a simple model for the focus purpose. Know about basic safety. ➤ Begin to select tools for joining. Measure out and cut materials. Use a simple template for cutting. Practise skills before using them. ➤ Select tools and techniques appropriate for the job. Follow basic safety rules. <p><i>Product and Evaluation:</i></p> <ul style="list-style-type: none"> ➤ Recognise characteristics of familiar products. 	<p>change what they have done to make a better result.</p> <p><i>Control and Expertise:</i> Mix colours randomly</p> <ul style="list-style-type: none"> ➤ Use control when drawing and painting ➤ Use a range of tools, make marks and patterns using different sizes and thickness of tools. <p>DT: Study of buildings – Sydney Opera House, aboriginal house, own house. Create a version/structure of one of these.</p> <p><i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from the experience of researching the structures, talk about their ideas and say what needs to be done. ➤ Describe what they want to do using pictures and words. ➤ Make a list of materials they will need. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use knowledge of some working characteristics of materials when designing. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. <p><i>Making:</i></p> <ul style="list-style-type: none"> ➤ Join two materials together, often with glue. Use scissors. ➤ Make simple models. ➤ Know about basic safety. ➤ Begin to select tools for folding/joining, practise skills before using them, use 	<ul style="list-style-type: none"> ➤ Mix secondary colours when painting portrait. ➤ Use shading to create different effects. <p>DT: Design a frame (must contain wood) for the portrait Skills Progression: Year 1/2 <i>Design and Develop:</i></p> <ul style="list-style-type: none"> ➤ Generate ideas from their experience, talk about their ideas and say what needs to be done. ➤ Describe what they want to do with pictures and words and make lists of materials they will need. ➤ Join two materials together often with glue. Use scissors to cut. ➤ Use their knowledge of some working characteristics of materials. ➤ Generate ideas and plan what to do next, use their experience of materials and components. ➤ Use plans to show how to put their ideas into practice. ➤ Draw pictures and label with text. ➤ Say how their product will be useful to the user. <p><i>Making:</i></p> <ul style="list-style-type: none"> ➤ Know the features of some familiar products. ➤ Join two materials together, often with glue. Use scissors. ➤ Make simple models. ➤ Begin to select tools for joining, practise skills before using them, use simple finishing techniques to complete the weathervane. ➤ Follow basic safety rules. <p><i>Product and Evaluation:</i></p>
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	<ul style="list-style-type: none"> ➤ Know how some moving objects work. Use simple terms to talk about their own and others work. ➤ Identify materials and mechanisms in familiar products. ➤ Talk about how moving objects work. ➤ Describe how a commercial product works. Use the terms 'like' and 'dislike' when evaluating. ➤ Use digital photography to present their finished contraption. ➤ Recognise what they have done well, talk about what to improve. <p>Seek the views and judgements of others, predict how changes will improve the product.</p>	<p>simple finishing techniques to complete the structure e.g. painting. Select tools and techniques appropriate to the job.</p> <ul style="list-style-type: none"> ➤ Follow basic safety rules. <p><i>Product and Evaluation:</i></p> <ul style="list-style-type: none"> ➤ Use simple terms to talk about theirs and others work. ➤ Identify materials. ➤ Describe how a commercial product (opera house) works and explain why it is useful. ➤ Use the terms 'like' and 'dislike' when evaluating or describing. ➤ Use digital photography to present the finished work. ➤ Recognise what they have done well, talk about what to improve. ➤ Seek the views and judgements of others, predict how changes will improve the product. 	<ul style="list-style-type: none"> ➤ Recognise the characteristics of familiar products. ➤ Know how some moving objects work (? photo frame stand?). ➤ Use simple terms to talk about their own and others work. I ➤ identify materials and mechanisms in a familiar product. ➤ Talk about how the moving parts work on the frame, describe how a commercial product works and explain why they are useful. ➤ Use the terms 'like' and 'dislike' when evaluating. ➤ Recognise what they have done well, talk about what to improve. ➤ Seek the views and judgements of others, predict how changes will improve the product.
<p>Class 3 Year 3/4</p>	<p>Theme: Stone Age and Iron age Painting Art: Banksy (Contemporary) Cave Paintings – recreate a cave painting telling the children's own story and using the work of Banksy as inspiration</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, begin to work more abstractly. ➤ Collect visual and other information. ➤ Experiment in different ways, use a sketchbook to make notes about skills and techniques and annotate ideas. 	<p>Theme: Extraordinary Earth Paint/ Marbling Art: Katsushika Hokusai (Classical) Create their own interpretation of a natural phenomenon using the work of Hokusai e.g. Fine wind, clear weather / the great wave</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, collect visual and other information, use a sketchbook to make notes, experiment with ideas and annotate ideas, making notes also about artists and their skills and techniques. 	<p>Theme: Romans Mosaics Art: Antoni Gaudi (Romanticism) Create a mosaic about a Roman God/Goddess using the work of architecture/Antoni Gaudi</p> <p>Skills Progression Year 3/4 Art Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make their own choices, collect information, use a sketchbook to make notes and annotate, ideas. ➤ Begin to work more abstractly. ➤ Create artwork following an idea and create their own mosaic interpretation of 'A Roman God/Goddess'. ➤ Plan work carefully before beginning.

<ul style="list-style-type: none"> ➤ Experiment with mood using colour. ➤ Create artwork following an idea and create a visual story through a 'cave painting'. ➤ Plan work carefully before beginning. Use other cultures and times as a stimulus and experiment to create a piece of art in the style of the ancient civilizations studied. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Mix and use tertiary colours, design, draw and paint images for the purpose of story telling. ➤ Use research, knowledge and understanding of the stone age and iron age civilisations. ➤ Use a range of materials and techniques – e.g. make own paint and tools for painting ➤ Use a combination of visual and tactile ideas. ➤ Combine different materials in different ways to make paint and mark making tools. ➤ Make choices between processes and materials. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge (paint /colour mixing) to improve work. ➤ Adapt and refine to reflect purpose. ➤ Compare others' work with their own, appraise using constructive criticism. ➤ Use appraisal of others for improvement. <p>Control and Expertise:</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. Practise to improve skills. 	<ul style="list-style-type: none"> ➤ Use digital images to collect collage ideas. ➤ Create artwork following an idea and create their own interpretation of 'volcanic eruption' and 'a view from space'. ➤ Experiment with mood using color. ➤ Plan ideas and order tasks carefully. Use research into the artists and geographical and historical events (volcanic eruptions) as a stimulus and experiment to work in the style of Pollock and Hockney <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Mix and use tertiary colours – to use in the dripping technique ➤ Design, draw and paint images using research, knowledge and understanding of the location and times of volcanic eruptions. ➤ Use technology to create effects and use as part of the collage end piece. ➤ Use a montage of art work and digital images. ➤ Use a combination of visual and tactile ideas. ➤ Combine different media and materials in different ways. ➤ Make choices between processes and materials. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge to improve work. ➤ Compare others' work with their own, appraise using constructive criticism. Use appraisal of others for improvement. 	<ul style="list-style-type: none"> ➤ Use the work of artists from another culture to explore the technique. ➤ Use a combination of visual images (secondary) and tactile images – (environment) to provide information that will enable work using the technique and in the style of the ancient civilization. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Design, draw images using research, knowledge and understanding of the Roman civilisation. ➤ Use a range of materials to explore and rehearse the mosaic technique. ➤ Use a combination of visual and tactile ideas. ➤ Combine different materials in different ways. ➤ Make specific choices between processes and materials. <p>Evaluating:</p> <ul style="list-style-type: none"> ➤ Make comments on the work of others about their ideas and techniques. ➤ Apply previous knowledge to improve work. Adapt and refine art work to reflect purpose. ➤ Compare others' work with their own, appraise ideas, methods and approaches using constructive criticism. ➤ Use appraisal of others for improvement. <p>Control and Expertise</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. ➤ Practise to improve skills. ➤ Use repeat pattern in design. <ul style="list-style-type: none"> ➤ Select appropriate materials.
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	<ul style="list-style-type: none"> ➤ Create texture by adding dots/lines to the tile. ➤ Use pencils of different grades to explore different effects during the planning stage. ➤ Make different tones of colour using black and white. ➤ Use brushes in different ways. Indicate movement using lines. ➤ Show tone and texture by hatching/cross hatching. ➤ Select appropriate materials. ➤ Show shadow or reflection by shading, select appropriate drawing materials. <p>DT: Create a piece of Stone Age Clothing – Dying fabrics using natural resources.</p> <p>Skills Progression: Year 3/4</p> <p>Design and Develop:</p> <ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about material properties and create a plan. ➤ Ensure plans are realistic and show the order of working in plans and use models, pictures and words in their design. ➤ During planning, recognise the design must reach a range of needs, say why it would be useful in the Stone Age. ➤ Collect and use information to generate ideas, consider the way the product will be used. ➤ Understand a product must meet a range of criteria and constraints and that consideration needs to be given to material properties. ➤ Think about the order of their work ➤ Produce step by step plans, make ongoing sketches and annotations to the design plan. 	<p>Control and Expertise:</p> <ul style="list-style-type: none"> ➤ Use art to illustrate in other subjects. ➤ Practise to improve skills. Create texture by adding dots/lines to the eruption painting. ➤ Make different tones of colour using black and white, use different angles to create different effects. Indicate movement using lines. ➤ Show tone and texture by mixing hot colours of different consistency to create the variance in lava and its movement. ➤ Select appropriate materials. Show shadow or reflection through tonal variance. <p>DT: Create a working, model volcano</p> <p>Skills Progression: Year 3/4</p> <p>Design and Develop:</p> <ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about properties of materials and create a plan. ➤ Show the order of working in plans and use models, pictures and words in their design. ➤ Make increasing use of technology to plan ideas – research/. ➤ During planning, recognise the design must reach a range of needs. ➤ Explain why their design will be useful. ➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints. ➤ Think about the order of their work 	<p>DT: Design and make flat bread/applecake</p> <p>Skills Progression: Year 3/4</p> <p>Design and Develop:</p> <ul style="list-style-type: none"> ➤ Use others to generate ideas. Use what they know about material properties and create a plan. ➤ Use models, pictures and words in the design. ➤ Show the order of working in plans and use models, pictures and words in their design. ➤ Ensure plans are realistic and appropriate for the aim. ➤ Make increasing use of technology to plan ideas – research/images. ➤ During planning, recognise the design must reach a range of needs. ➤ Explain why their design will be useful. ➤ Apply what they know about mechanisms to create movement when planning and designing (Da Vinci) . ➤ Investigate a range of products (breads) to see how they taste. ➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints. Think about the order of their work ➤ Produce step by step plans and make ongoing sketches and annotations. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using grams and cms. ➤ Choose tools and equipment that will be effective. ➤ Make holes using a punch/drill. ➤ Prepare by assembling before joining using tools and techniques. ➤ Use scoring and folding for precision, work out how to make models stronger altering and adapting.
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	<p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using cms. ➤ Choose tools and equipment that will be effective and appropriate to the job. ➤ Combine a few components together – natural dyes/dyeing liquid/fabric. Make the finished product neat and tidy. ➤ Increasingly model ideas before making. ➤ Measure accurately to cms <p>Product and Evaluation:</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well, be able to suggest further improvements for the finished article. ➤ Suggest which elements they would improve and show how their evaluation has led to improvements. ➤ Talk about what they like/dislike, give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Test before improving ➤ 	<ul style="list-style-type: none"> ➤ Consider the way the volcano will erupt, and electricity to make the lava further illuminate . ➤ Produce step by step plans and make ongoing sketches and annotations. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure and cut using cms. Choose tools and equipment that will be effective. ➤ Prepare by assembling before joining using tools and techniques. ➤ Work out how to make models stronger, altering and adapting to strengthen. ➤ Make the finished product neat and tidy. ➤ Model ideas before making, measure accurately to cms. ➤ Combine materials for strength and to improve appearance. ➤ Use temporary and permanent techniques to join and fasten the volcano together. ➤ Join with a greater range of techniques. ➤ Understand how turning mechanisms, levers work together (making the circuit) <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well, be able to suggest further improvements for the finished article. 	<ul style="list-style-type: none"> ➤ Combine components in different ways. ➤ Make the finished product neat and tidy. ➤ Begin to select their own ingredients when making flat bread/applecake ➤ Model ideas before making, measure accurately to cms and grams. ➤ Combine materials for strength and to improve appearance. ➤ Use temp and perm fastenings to join materials on the ship. ➤ Join materials with a greater range of techniques. ➤ Understand how wheels, axles, turning mechanisms, hinges and levers all work together. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Be clear about their ideas when asked. ➤ Alter and adapt plans following discussion and evaluation. ➤ Recognise what has gone well in their ship design and be able to suggest further improvements for the finished article. ➤ Suggest which elements they would improve and show how their evaluation has led to improvements. ➤ Talk about what they like/dislike about their design and give reasons. ➤ Develop designs through their own reflection and evaluation of others. ➤ Carry out tests before making improvements.
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Class 4 Year 5/6	<p style="text-align: center;">Theme: World War II Etching/Printing/Charcoal</p> <p>Art: Kaethe Kollwitz (expressionist) – create a piece of art work linked to Kollwitz and the tragedy of the war.</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about the subject of their artwork and the medium used. ➤ Use inspiration from Kollwitz to develop their ideas. ➤ Experiment with combinations of materials and media and techniques. ➤ Keep detailed notes in a sketch book and use in their reflection and to improve their ideas. ➤ Use a full range of design, experimentation, exploration alongside the work of Escher to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different effects towards an end point – 	<p style="text-align: center;">Theme: Rivers Water Colours and Pastels</p> <p>Art: Monet (modern/impressionist) – creating a picture focusing on technique and water reflections</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about their rainforest scene. ➤ Use inspiration from Monet to develop their ideas. ➤ Experiment with combinations of techniques and materials. ➤ Keep detailed notes in a sketch book. ➤ Use a full range of design, experimentation, exploration alongside the work of Rousseau to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different effects towards an end point – looking at e.g. movement, perspective, reflection. 	<p style="text-align: center;">Theme: Ancient Greece Sculpture</p> <p>Art: Rembrandt (Baroque) Greek Pottery with story etched in and create mythical creature</p> <p>Skills Progression Year 5/6</p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> ➤ Make and support their own decisions and choices about sculpture. ➤ Use inspiration from greek artefacts to develop their ideas. ➤ Experiment with combinations of techniques and materials. ➤ Keep detailed notes in a sketch book. ➤ Use a full range of design, experimentation, exploration alongside the work of others, research and knowledge of the ancient lifestyle to develop their own work. <p>Using Materials:</p> <ul style="list-style-type: none"> ➤ Understand the importance of preparing materials before working. ➤ Produce work that can be visual and tactile. ➤ Make specific decisions about using different visual and tactile effects towards an end point.

looking at the moonscape and portraying the spherical shape of their scene.

Evaluating:

- Evaluate own and others' work, explain/justify their own reasons. Use analysis when commenting on ideas.
- Consider the end point when adapting and improving their work.
- Analyse and comment on their own and others' ideas, methods and approaches.
- Make on going revisions to refine their work. Several adaptations to move towards the end point.

Control and Expertise:

- Develop and improve their own style, use their drawing to show emotion.
- Combine tints, tones and shades.
- Convey emotion through their artwork.
- Choose a limited range of colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.
- Make adaptations based on their own reflections and comments of others.

DT: Design a circuit with buzzers to convey a morse code.

Skills Progression:

Design and Develop:

- Make more complex designs using a combination of mechanisms.
- Plan the order of work by thinking ahead.
- Use sketches to show other ways of doing things and then make a choice about circuit design.

Evaluating:

- Evaluate own and others' work, explain/justify their own reasons.
- Use analysis when commenting on ideas.
- Consider the end point when adapting and improving their work.
- Analyse and comment on their own and others' ideas, methods and approaches in creating mood and emotion.
- Make on going revisions to refine their work.
- Several adaptations to move towards the end point.

Control and Expertise

- Develop and improve their own style, use their drawing to show movement.
- Combine colour, tints, tones and shades.
- Convey feeling/emotion through their artwork.
- Choose to use a limited range of colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.
- Make adaptations based on their reflections and comments of others.

DT: Textiles river using tie-dye, textures and printing.

Skills Progression:

Design and Develop:

- Plan the order of work by thinking ahead.

Evaluating:

Evaluate own and others' work, explain/justify their own reasons. Use analysis when commenting on ideas. Consider the end point when adapting and improving their work.

- Analyse and comment on their own and others' ideas, methods and approaches in order to create a vivacious portrait. Make on going revisions to refine their work. Several adaptations to move towards the end point.

Control and Expertise

- Develop and improve their own style, use drawing to show depth, perspective and movement.
- Convey emotion through their artwork.
- Choose to use a limited range of colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.
- Make adaptations based on their reflections and comments of others.

DT: Food- making pittas and dips

Skills Progression:

Design and Develop:

- Plan the order of work by thinking ahead.
- Use sketches to show other ways of doing things and then make a choice about pittas and dip variations .
- Use various sources of information and draw on them in design.
- Meet an identified need – design and create Greek pitta bread and accompanying dips and select ingredients
- Keep cost constraints in mind when selecting ingredients and dip designing.

	<ul style="list-style-type: none"> ➤ Use various sources of information and draw on them in design. ➤ Meet an identified need e.g to communicate through the use of a code system ➤ Keep cost constraints in mind when selecting materials and designing. Use knowledge of sciences/art when designing. Incorporate commercial aspects where necessary in the coding circuit design. ➤ Draw scaled diagram using ratio. ➤ Calculate the materials needed and use to estimate a cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Measure with precise detail (mm)and ensure products are carefully finished. ➤ Carry out tests to see if the design works. ➤ Make improvements from design suggestions. ➤ Work in a safe way. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the circuit before combining and assembling. Understand how the circuit might be mass produced. ➤ Produce a simple manual for the care of the coding circuit. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design. ➤ Clarify ideas through drawing and modelling. ➤ Use testing to improve models and finished product. 	<ul style="list-style-type: none"> ➤ Use sketches to show other ways of doing things and then make a choice about the dying design. ➤ Use various sources of information and draw on them in design. ➤ Keep cost constraints in mind when selecting materials and designing. Use knowledge of science/art when designing. ➤ Incorporate commercial aspects where necessary in the dye design. ➤ Draw scaled diagram using ratio. ➤ Calculate the material cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Carry out tests to see if the design works. ➤ Make improvements from design suggestions. ➤ Work in a safe way, ➤ Measure and cut precisely to mms. ➤ Measure and cut out in precise detail, finish products carefully. ➤ Make separate elements of the dyeing process before combining and assembling. ➤ Understand how the design might be mass produced. ➤ Produce a simple manual for the dyeing process and features. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design. ➤ Clarify ideas through drawing and modelling. 	<ul style="list-style-type: none"> ➤ Use knowledge of culture/geography when designing. Incorporate dietary aspects where necessary in the meal design. ➤ Draw. ➤ Calculate the material cost. <p>Making:</p> <ul style="list-style-type: none"> ➤ Carry out tests to see if the dough works. ➤ Make improvements from design suggestions. ➤ Measure precisely to grams. ➤ Work in a safe and hygienic way, use proportions when cooking by doubling and halving recipes. ➤ Measure in precise detail, finish products carefully. ➤ Make separate elements of the meal before combining and assembling. ➤ Understand how the meal might be mass produced. ➤ Produce a simple manual for the meal – ingredients/cooking instructions. <p>Product and Evaluation</p> <ul style="list-style-type: none"> ➤ Identify what is working well and what might be improve – make choices from several alternatives. ➤ Refine the quality of the final product including annotations on the design. ➤ Clarify ideas through drawing and modelling. ➤ Use testing to improve models and finished meal product. ➤ Research products using the internet/ supermarket visit. ➤ Test and evaluate commercial products, understanding how this information will support them in their meal design.
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	<ul style="list-style-type: none"> ➤ Research products using the internet. ➤ Test and evaluate commercial products, understanding how this information will support them in their own product design. <p>Evaluate a range of different sources of information using advertisements/handbooks.</p>	<ul style="list-style-type: none"> ➤ Use testing to improve models and finished den product. ➤ Research products using the internet. ➤ Test and evaluate commercial products, understanding how this information will support them in their den design. <p>Evaluate a range of different sources of information using advertisements/handbooks.</p>	<p>Evaluate a range of different sources of information using packaging /advertisements.</p>
	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤