



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

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

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Pre-school</b>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>Artists introduced through CC links :</b> Josef Albers, Wassily Kandinsky/Robert Delaunay, Piet Mondrian, Paul Klee, (Modern)  <b>C of E L:</b> Play and Exploration, Active Learning, Creating and thinking critically</p> <p><b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>Artists introduced through CC links :</b> Gustav Klimt ( Romantic) Robert Indiana (Contemporary)  <b>C of E L:</b> Play and Exploration, Active Learning Creating and thinking critically</p> <p><b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>Artists introduced through CC links :</b> Georgia O Keefe/ Kaffe Fassett (Modern)(Contemporary)  <b>C of E L:</b> Play and Exploration, Active Learning, Creating and thinking critically</p> <p><b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>

<p><b>Year R</b></p>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>C of E L:</b> Play and Exploration, Active Learning, Creating and thinking critically  <b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>C of E L:</b> Play and Exploration, Active Learning, Creating and thinking critically  <b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>	<p><b>Theme:</b> Informed by the children's needs, interests and ideas  <b>C of E L:</b> Play and Exploration, Active Learning, Creating and thinking critically  <b>AoL:</b> Prime Areas and EAD</p> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing: Exploration in the craft workshop</li> <li>➤ Using Materials: Mixing/combining media and materials</li> <li>➤ Evaluating: Talking about their plans and results</li> <li>➤ Control and Expertise: Show little control and refinement</li> </ul> <p><b>Skills Progression:</b></p> <ul style="list-style-type: none"> <li>➤ Design and Develop: Talk about what they want to make</li> <li>➤ Making: Make models randomly</li> <li>➤ Product and Evaluation: Be excited about what they have made</li> </ul>
<p><b>Class 2 Year 1/2</b></p>	<p><b>Theme: Explorers</b>  <b>Colour Mixing (primary and secondary colours)</b>  <b>Art: Landscapes - William Hodges</b> (neo classical era), for example, is best known for his paintings made on and after James Cook's second Pacific voyage. Pick a famous place explored by chosen explorer. <i>Create their own landscape painting?</i></p> <p><b>Skills Progression Year 1/2 Art</b>  <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> <li>• Responding to ideas, exploring different tools</li> <li>➤ Communicate ideas and meanings simply.</li> </ul>	<p><b>Theme: Weather</b>  <b>Blending/Mark making with chalks/pastels</b>  <b>Art: Cloud formations – Van Gogh</b> (modern/impressionist) – using pastels/chalks create sky line pictures of different cloud formations or sunset/sunrise.</p> <p><b>Skills Progression Year1/2 Art</b>  <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> <li>➤ Responding to ideas, exploring different tools</li> <li>➤ Communicate ideas and meanings simply.</li> </ul>	<p><b>Theme: Royal Forest of Dean</b>  <b>Drawing</b>  <b>Art: Marbling/ Silhouette Drawing – Kirsten Bailey</b> (Contemporary) Trees and silhouettes using the forest.</p> <p><b>Skills Progression Year1/2 Art</b>  <i>Exploring and Developing:</i></p> <ul style="list-style-type: none"> <li>➤ Respond to ideas, explore different drawing tools.</li> <li>➤ Explore simple pattern,</li> <li>➤ Design and make images/artefacts</li> <li>➤ Investigate pattern and shape in the environment</li> </ul>

<p>➤ Explore ideas and collect information in a sketch book</p> <p>➤ Reproduce from memory, observation or imagination</p> <p>➤ Identify ways to express ideas</p> <p><i>Using Materials:</i></p> <p>➤ Use primary and secondary colours Use and investigate visual materials</p> <p>➤ Use a range of processes to show ideas</p> <p>➤ Select the best materials for the job</p> <p><i>Evaluating:</i></p> <p>➤ Talk about paintings and say what they feel</p> <p>➤ Talk about and explain their work</p> <p>➤ Describe what they think or feel about their own and others work.</p> <p>➤ Think of ways to adapt and improve.</p> <p>➤ Begin to use these ways.</p> <p>➤ Explore ideas and change what they have done to make a better result.</p> <p><i>Control and Expertise:</i></p> <p>➤ Mix colours. Use some control when painting</p> <p>➤ Mix secondary colours to make a wide range of new colours.</p> <p><b>DT:</b> Design a packed lunch/meal for an explorer whilst they are travelling.</p> <p><b>Skills Progression:</b> <b>Year 1/2</b> <i>Design and Develop:</i></p> <p>➤ Generate ideas from their experience, talk about their ideas and say what needs to be done.</p>	<p>➤ Explore ideas and collect information in a sketch book</p> <p>➤ Reproduce from memory, observation or imagination</p> <p>➤ Identify ways to express ideas</p> <p><i>Using Materials:</i></p> <p>➤ Use and investigate visual materials. Use primary and secondary colours</p> <p>➤ Use a range of processes to show ideas</p> <p>➤ Select the best materials for the job</p> <p><i>Evaluating:</i></p> <p>➤ Talk about paintings and say what they feel</p> <p>➤ Talk about and explain their work</p> <p>➤ 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> <p><i>Control and Expertise:</i></p> <p>➤ Use some control when drawing</p> <p>➤ Use a range of pastels. Use shading to create different effects.</p> <p><b>DT:</b> Design a weather station e.g. weather vane</p> <p><b>Skills Progression:</b> <b>Year 1/2</b> <i>Design and Develop</i></p> <p>➤ <i>Design and Develop:</i></p> <p>➤ Generate ideas from their experience, talk about their ideas and say what needs to be done.</p>	<p>➤ Explore ideas and collect information in a sketch book</p> <p>➤ Reproduce from memory, observation or imagination</p> <p>➤ Identify ways to express ideas</p> <p><i>Using Materials:</i></p> <p>➤ Use and investigate a variety of visual and tactile materials</p> <p>➤ Use a range of materials to show ideas. Select the best materials for the job.</p> <p>➤ Create collage with a range of materials and textures.</p> <p><i>Evaluating:</i></p> <p>➤ Talk about their work and say what they like</p> <p>➤ Talk about and explain their work</p> <p>➤ Describe what they think or feel about their own and others work.</p> <p>➤ Think of ways to adapt and improve. Begin to use these ways.</p> <p>➤ Explore ideas and change what they have done to make a better result.</p> <p><i>Control and Expertise:</i></p> <p>➤ Use control when drawing</p> <p>➤ Use a range of pencils, make a variety of lines using different sizes and thickness.</p> <p>➤ Use shading to create different effects.</p> <p><b>DT: Sculpture Trail in the Forest of Dean: Andy Goldsworthy</b> – create a ‘natural’ sculpture based on the sculpture trail</p> <p><b>Skills Progression:</b> <b>Year1 /2</b> <i>Design and Develop</i></p> <p>➤ <i>Design and Develop:</i></p> <p>➤ Generate ideas from their experience, talk about their ideas and say what needs to be done.</p> <p>➤ Describe what they want to do and make lists of materials they will need.</p>
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	<ul style="list-style-type: none"> <li>➤ Describe what they want to do and make lists of materials they will need.</li> <li>➤ 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.</li> </ul> <p><b>Making:</b></p> <ul style="list-style-type: none"> <li>➤ Know the features of a familiar product. Use a knife to cut.</li> <li>➤ Know about basic hygiene and safety.</li> <li>➤ Select tools and techniques appropriate for the job.</li> <li>➤ Follow basic safety rules. Understand and use the term ingredient, understand the main rules of food hygiene. Use simple scales/balances.</li> </ul> <p><b>Product and Evaluation:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise characteristics of familiar products.</li> <li>➤ Know the benefit of fruit and vegetables</li> <li>➤ Use the terms 'like' and 'dislike' when evaluating.</li> <li>➤ Use digital photography to present their finished lunchbox.</li> <li>➤ Recognise what they have done well, talk about what to improve.</li> <li>➤ Seek the views and judgements of others, predict how changes will improve the product.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe what they want to do and make lists of materials they will need.</li> <li>➤ 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.</li> </ul> <p><b>Making:</b></p> <ul style="list-style-type: none"> <li>➤ Join two materials together, often with glue.</li> <li>➤ Use scissors.</li> <li>➤ Make simple models.</li> <li>➤ Begin to select tools for joining, practise skills before using them, use simple finishing techniques to complete the weathervane.</li> <li>➤ Follow basic safety rules.</li> </ul> <p><b>Product and Evaluation:</b></p> <ul style="list-style-type: none"> <li>➤ Know how some moving objects work. Identify materials and mechanisms in a familiar product.</li> <li>➤ Talk about how the moving parts work, describe how a commercial product works and explain why they are useful.</li> <li>➤ Use the terms 'like' and 'dislike' when evaluating.</li> <li>➤ Recognise what they have done well, talk about what to improve.</li> <li>➤ Seek the views and judgements of others, predict how changes will improve the product.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>Making:</b></p> <ul style="list-style-type: none"> <li>➤ Join two materials together, often with glue.</li> <li>➤ Use scissors.</li> <li>➤ Make simple models.</li> <li>➤ Begin to select tools for joining, practise skills before using them, use simple finishing techniques to complete the weathervane.</li> <li>➤ Follow basic safety rules.</li> </ul> <p><b>Product and Evaluation:</b></p> <ul style="list-style-type: none"> <li>➤ Know how some moving objects work. Identify materials and mechanisms in a familiar product.</li> <li>➤ Talk about how the moving parts work, describe how a commercial product works and explain why they are useful.</li> <li>➤ Use the terms 'like' and 'dislike' when evaluating.</li> <li>➤ Recognise what they have done well, talk about what to improve.</li> <li>➤ Seek the views and judgements of others, predict how changes will improve the product.</li> </ul>
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<p><b>Class 3 Year 3/4</b></p>	<p style="text-align: center;"><b>Theme: Egypt Printing</b></p> <p style="text-align: center;"><b>Art: Egyptian Art –Andy Warhol (Contemporary)</b></p> <p>Each child to create a tile for printing and then create a class 'tomb' style wall paper with hieroglyphics to tell a story using the pop art style.</p> <p><b>Skills Progression Year 3/4</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>➤ Exploring and Developing:</li> <li>➤ Make their own choices, collect information. Use a camera to collect ideas, experiment in different ways, use a sketchbook to make notes and annotate ideas. Create artwork following an idea and create a tile.</li> <li>➤ Plan ideas and order tasks. Use other cultures as a stimulus and experiment to work in the style of the Egyptian civilization.</li> </ul> <p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Design, draw images using research, knowledge and understanding of the Egyptian civilisation.</li> <li>➤ Use a range of materials and techniques in 3D work ( tile design/printing)</li> <li>➤ Use a combination of visual and tactile ideas.</li> <li>➤ Combine different materials in different ways.</li> <li>➤ Make choices between processes and materials.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>➤ Make comments on the work of others about their ideas and techniques.</li> <li>➤ Apply previous knowledge to improve work.</li> <li>➤ Adapt and refine to reflect purpose.</li> </ul>	<p style="text-align: center;"><b>Theme: Vikings and Saxons Clay</b></p> <p style="text-align: center;"><b>Art: Joseph William Mallard Turner ( Classical) Leonardo Da Vinci ( Renaissance)</b></p> <p>Create a mixed media Viking seascape</p> <p>Sketch a Viking figure head to represent yourself</p> <p><b>Skills Progression Year 3/4</b></p> <p><b>Art</b></p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> <li>➤ Make their own choices, collect information, use a sketchbook to make notes and annotate. ideas.</li> <li>➤ Create artwork following an idea and create their own interpretation of 'viking/saxon piece of jewellery'.</li> <li>➤ Use a combination of visual and tactile materials in different ways ( secondary research, experimenting with pattern/shape/form) and experiment to work in the style of the ancient civilization.</li> </ul> <p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Design, draw images using research, knowledge and understanding of the viking/saxon civilisation.</li> <li>➤ Use a range of materials and techniques in 2 and 3D work</li> <li>➤ Use collage to create depth/perspective and other effects.</li> <li>➤ Use a combination of visual and tactile ideas. Combine different materials in different ways.</li> <li>➤ Make specific choices between processes and materials.</li> </ul> <p>Evaluating:</p>	<p style="text-align: center;"><b>Theme: Local Industry Charcoal Relief</b></p> <p style="text-align: center;"><b>Art: Pablo Picasso (Modern)– Create a portrait of a miner using the work of Picasso as inspiration e.g. 'The Weeping Woman'</b></p> <p style="text-align: center;"><b>Barbara Hepworth (Modern)Create a sculpture of a miner – use the Cinderford Town sculptures as visual inspiration and work in style of Hepworth</b></p> <p><b>Skills Progression Year 3/4</b></p> <p><b>Art</b></p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> <li>➤ Make their own choices, collect information, use a sketchbook to make notes and annotate. ideas.</li> <li>➤ Create artwork following an idea and create their own interpretation of 'a miner in the FoD'.</li> <li>➤ Experiment with mood using charcoal relief.</li> <li>➤ Plan ideas and order tasks. Use local history research as a stimulus and experiment to work in the style of Moore.</li> </ul> <p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Design, draw images using research, knowledge and understanding of the mining industry.</li> <li>➤ Use a combination of visual and tactile ideas.</li> <li>➤ Combine different materials in different ways.</li> <li>➤ Make choices between processes and materials.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>➤ Make comments on the work of others about their ideas and techniques.</li> </ul>
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<p>➤ Compare others' work with their own, appraise using constructive criticism.</p> <p>➤ Use appraisal of others for improvement.</p> <p>Control and Expertise:</p> <p>➤ Use art to illustrate in other subjects. Practise to improve skills. Create texture by adding dots/lines to the tile.</p> <p>➤ Show tone and texture by hatching/cross hatching. Select appropriate materials.</p> <p><b>DT:</b> Design and make an Egyptian Mask and tomb with a pop up mummy.</p> <p><b>Skills Progression:</b> <b>Year 3/4</b></p> <p>➤ Design and Develop:</p> <p>➤ Use others to generate ideas. Use what they know about material properties, and create a plan.</p> <p>➤ Show the order of working in plans and use models, pictures and words in their design.</p> <p>➤ Make increasing use of technology to plan ideas.</p> <p>➤ During planning, recognise the design must reach a range of needs.</p> <p>➤ Explain why their design will be useful.</p>	<p>➤ Make comments on the work of others about their ideas and techniques.</p> <p>➤ Apply previous knowledge to improve work.</p> <p>➤ Compare others' work with their own, appraise using constructive criticism. Use appraisal of others for improvement.</p> <p>Control and Expertise</p> <p>➤ Use art to illustrate in other subjects. Practise to improve skills.</p> <p>➤ Create texture by adding dots/lines to the tile. Use charcoal at different angles to create different effects.</p> <p>➤ Select appropriate materials.</p> <p><b>DT:</b> Design and make a Viking helmet using a relief technique to create pattern and personal representation</p> <p><b>Skills Progression:</b> <b>Year 3/4</b></p> <p>Design and Develop:</p> <ul style="list-style-type: none"> <li>• Use others to generate ideas. Use what they know about material properties, and create a plan.</li> <li>• Show the order of working in plans and use models, pictures and words in their design. Make increasing use of technology to plan ideas.</li> <li>• During planning, recognise the design must reach a range of needs.</li> <li>• Explain why their design will be useful.</li> <li>• Apply what they know about mechanisms to create movement when planning and designing.</li> </ul>	<p>➤ Apply previous knowledge to improve work.</p> <p>➤ Compare others' work with their own, appraise using constructive criticism. Use appraisal of others for improvement.</p> <p>Control and Expertise:</p> <p>➤ Use art to illustrate in other subjects.</p> <p>➤ Practise to improve skills.</p> <p>➤ Create texture by adding dots/lines to the tile.</p> <p>➤ Use paint/pastels to create different effects.</p> <p>➤ Show tone and texture by hatching/cross hatching.</p> <p>➤ Select appropriate materials.</p> <p>➤ Show shadow or reflection by shading.</p> <p>➤ Select appropriate drawing materials</p> <p><b>DT:</b> Design and create a working mineshaft and coal truck presented in a diorama</p> <p><b>Skills Progression:</b> <b>Year 3/4</b></p> <p>➤ Design and Develop:</p> <p>➤ Use others to generate ideas. Use what they know about material properties, and create a plan. Show the order of working in plans and use models, pictures and words in their design.</p> <p>➤ Make increasing use of technology to plan ideas.</p> <p>➤ During planning, recognise the design must reach a range of needs.</p> <p>➤ Explain why their design will be useful.</p>
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	<ul style="list-style-type: none"> <li>➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints.</li> <li>➤ Think about the order of their work</li> <li>➤ Produce step by step plans</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>➤ Measure and cut using grams and cms.</li> <li>➤ Choose tools and equipment that will be effective.</li> <li>➤ Prepare by assembling before joining using tools and techniques.</li> <li>➤ Work out how to make models stronger, altering and adapting.</li> <li>➤ Make the finished product neat and tidy.</li> <li>➤ Increasingly model ideas before making.</li> <li>➤ Measure accurately to cms and grams</li> </ul> <p>Product and Evaluation:</p> <ul style="list-style-type: none"> <li>➤ Be clear about their ideas when asked.</li> <li>➤ Alter and adapt plans following discussion and evaluation.</li> <li>➤ Recognise what has gone well, be able to suggest further improvements for the finished article.</li> <li>➤ Suggest which elements they would improve and show how their evaluation has led to improvements.</li> <li>➤ Talk about what they like/dislike, give reasons.</li> <li>➤ Develop designs through their own reflection and evaluation of others.</li> <li>➤ Test before improving</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a range of products to see how they work.</li> </ul> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Consider the way the ship mechanisms would be used</li> <li>➤ Add mechanisms.</li> <li>➤ Produce step by step plans</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>➤ Measure and cut using grams and cms.</li> <li>➤ Choose tools and equipment that will be effective.</li> <li>➤ Make holes using a punch/drill.</li> <li>➤ Prepare by assembling before joining using tools and techniques.</li> <li>➤ Use scoring and folding for precision, work out how to make models stronger altering and adapting.</li> <li>➤ Combine components in different ways.</li> <li>➤ Make the finished product neat and tidy.</li> </ul> <ul style="list-style-type: none"> <li>➤ Model ideas before making, measure accurately to cms and grams.</li> <li>➤ Combine materials for strength and to improve appearance.</li> <li>➤ Use temp and perm fastenings to join materials on the ship.</li> <li>➤ Join materials with a greater range of techniques.</li> <li>➤ Understand how wheels, axles, turning mechanisms, hinges and levers all</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect and use information to generate ideas, understand a product must meet a range of criteria and constraints.</li> <li>➤ Think about the order of their work</li> <li>➤ Consider the way the helmet would be used</li> <li>➤ Add electricity to make light.</li> <li>➤ Produce step by step plans</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>➤ Measure and cut using grams and cms.</li> <li>➤ Choose tools and equipment that will be effective.</li> <li>➤ Make holes using a punch/drill.</li> <li>➤ Prepare by assembling before joining using tools and techniques. Work out how to make models stronger, altering and adapting.</li> <li>➤ Make the finished product neat and tidy.</li> <li>➤ Model ideas before making, measure accurately to cms and grams.</li> <li>➤ Combine materials for strength and to improve appearance.</li> <li>➤ Use temp and perm fastenings to join materials on the helmet.</li> <li>➤ Join with a greater range of techniques.</li> </ul> <p>Product and Evaluation</p> <ul style="list-style-type: none"> <li>➤ Be clear about their ideas when asked.</li> <li>➤ Alter and adapt plans following discussion and evaluation.</li> <li>➤ Recognise what has gone well, be able to suggest further improvements for the finished article.</li> <li>➤ Suggest which elements they would improve and show how their evaluation has led to improvements.</li> <li>➤ Talk about what they like/dislike and give reasons.</li> </ul>
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		<p>work together to make hoists and sailing motion.</p> <p>Product and Evaluation</p> <ul style="list-style-type: none"> <li>➤ Be clear about their ideas when asked.</li> <li>➤ Alter and adapt plans following discussion and evaluation.</li> <li>➤ Recognise what has gone well in their ship design and be able to suggest further improvements for the finished article.</li> <li>➤ Suggest which elements they would improve and show how their evaluation has led to improvements.</li> <li>➤ Talk about what they like/dislike about their design and give reasons.</li> </ul> <p>Develop designs through their own reflection and evaluation of others.</p> <ul style="list-style-type: none"> <li>➤ Carry out tests before making improvements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop designs through their own reflection and evaluation of others.</li> <li>➤ Carry out tests before making improvements.</li> </ul>
<p><b>Class 4</b> <b>Year 5/6</b></p>	<p style="text-align: center;"><b>Theme: Space</b> <b>Graphic Drawing</b></p> <p><b>Art: Escher</b> – (Expressionism) Draw a picture of moon landscape in the style of Escher.</p> <p><b>Skills Progression</b> <b>Year 5/6</b></p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> <li>➤ Make and support their own decisions and choices about their moonscape. Use inspiration from Escher to develop their ideas.</li> <li>➤ Experiment with techniques. Keep detailed notes in a sketch book.</li> <li>➤ Use a full range of design, experimentation, exploration alongside the work of Escher to develop their own work.</li> </ul>	<p style="text-align: center;"><b>Theme: South America</b> <b>Painting</b></p> <p><b>Art: Dean Russo</b> (Contemporary) <b>or Henri Rousseau</b> (Post-impressionist) – Paint a picture of animal in jungle or a native South American Animal in the Russo Pop Art Style.</p> <p><b>Skills Progression</b> <b>Year 5/6</b></p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> <li>➤ Make and support their own decisions and choices about their rainforest scene.</li> <li>➤ Use inspiration from Rousseau/post impressionism to develop their ideas.</li> <li>➤ Experiment with combinations of techniques and materials.</li> <li>➤ Keep detailed notes in a sketch book.</li> </ul>	<p style="text-align: center;"><b>Theme: Mayans</b> <b>Painting</b></p> <p><b>Art: Frida Kahlo</b> (Surrealism) – portraits conveying a message or story about themselves using technology</p> <p><b>Skills Progression</b> <b>Year 5/6</b></p> <p>Exploring and Developing:</p> <ul style="list-style-type: none"> <li>➤ Make and support their own decisions and choices about their portrait.</li> <li>➤ Use inspiration from Kahlo/surrealism to develop their ideas.</li> <li>➤ Experiment with combinations of techniques and materials.</li> <li>➤ Keep detailed notes in a sketch book.</li> <li>➤ Use a full range of design, experimentation, exploration alongside</li> </ul>

	<p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Understand the importance of preparing materials before working.</li> <li>➤ Produce work that can be visual and tactile.</li> <li>➤ <b>Make specific decisions about using different effects towards an end point – looking at the moonscape and portraying the spherical shape of their scene.</b></li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>➤ Evaluate own and others' work, explain/justify their own reasons.</li> <li>➤ Use analysis when commenting on ideas.</li> <li>➤ Consider the end point when adapting and improving their work.</li> <li>➤ <b>Analyse and comment on their own and others' ideas, methods and approaches in order to create the 3 dimensional presentation.</b></li> <li>➤ <b>Make on going revisions to refine their work. Several adaptations to move towards the end point.</b></li> </ul> <p>Control and Expertise:</p> <ul style="list-style-type: none"> <li>➤ Develop and improve their own style, use their drawing to show perspective</li> <li>➤ Combine tints, tones and shades.</li> <li>➤ Convey emotion through their artwork.</li> <li>➤ <b>Choose a limited range of colour/tone to produce a chosen effect.</b></li> <li>➤ <b>Begin to use perspective in art, work with precision and care towards an end point.</b></li> <li>➤ <b>Make adaptations based on their reflections and comments of others.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Use a full range of design, experimentation, exploration alongside the work of Rousseau to develop their own work.</b></li> </ul> <p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Understand the importance of preparing materials before working.</li> <li>➤ Produce work that can be visual and tactile.</li> <li>➤ <b>Make specific decisions about using different effects towards an end point – looking at e.g. movement, perspective.</b></li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>➤ Evaluate own and others' work, explain/justify their own reasons.</li> <li>➤ Use analysis when commenting on ideas.</li> <li>➤ Consider the end point when adapting and improving their work.</li> </ul> <p><b>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.</b></p> <p>Control and Expertise</p> <ul style="list-style-type: none"> <li>➤ Develop and improve their own style, use their drawing to show perspective and movement.</li> <li>➤ Combine colour, tints, tones and shades.</li> <li>➤ Convey emotion through their artwork.</li> <li>➤ <b>Choose a limited range of colour/tone to produce a chosen effect.</b></li> </ul>	<p><b>the work of Rousseau to develop their own work.</b></p> <p>Using Materials:</p> <ul style="list-style-type: none"> <li>➤ Understand the importance of preparing materials before working.</li> <li>➤ Produce work that can be visual and tactile.</li> <li>➤ <b>Make specific decisions about using different effects towards an end point – looking at the portrait components to support and develop ideas about making their work visual and tactile.</b></li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>➤ Evaluate own and others' work, explain/justify their own reasons.</li> <li>➤ Use analysis when commenting on ideas.</li> <li>➤ Consider the end point when adapting and improving their work.</li> </ul> <p><b>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.</b></p> <p>Control and Expertise</p> <ul style="list-style-type: none"> <li>➤ Develop and improve their own style, use their drawing to show depth, perspective and movement.</li> <li>➤ Combine colour, tints, tones and shades.</li> <li>➤ Convey emotion through their artwork.</li> <li>➤ <b>Choose colour/tone to produce a chosen effect.</b></li> <li>➤ <b>Begin to use perspective in art, work with precision and care towards an end point.</b></li> <li>➤ <b>Make adaptations based on their reflections and comments of others.</b></li> </ul>
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