



Curriculum Intent for Art and Design and Design and Technology

EYFS

Area of Learning and Development: Expressive Arts and Design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ELG- Creating with Materials	<ul style="list-style-type: none"> To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting) To use different construction materials 	<ul style="list-style-type: none"> To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) 	<ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) To use tools to cut and join wood To know the names of tools 	<ul style="list-style-type: none"> To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) To use tools to cut and join wood using different nails and screws. To know the names of tools 	<ul style="list-style-type: none"> To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) 	<ul style="list-style-type: none"> To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary

ELG- Being Imaginative and Expressive	To sing and perform nursery rhymes. To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music. To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform in the Christmas Nativity To join in with whole school assemblies/singing To sing the melodic shape of familiar songs To begin to build up a repertoire of songs. To sing entire songs To use costumes and resources to act out narratives	To join in with whole school assemblies To learn about a range of percussion instruments To create musical patterns using percussion instruments To begin to create costumes and resources for role play	To join in with whole school assemblies To associate genres of music with characters and stories To create costumes and resources for role play	To move in time to music To learn dance routines To join in with whole school assemblies To act out well know stories. To follow a musical pattern To create narratives based around stores	To listen to poems and create their own/share a favourite with familiar adults To join in with whole school assemblies To create own compositions To invent their own narratives, making costumes and resources
---------------------------------------	---	--	---	---	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5
Key Stage 1					
Year A Concepts	Art & Design Printmaking	Art, Design & Design & Technology 3D sculpture using moving parts	Art & Design Drawing	Design & technology	Art & Design Painting
Substantive Knowledge	-A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. -A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. - A two-colour print can be made in different ways, such as by inking a roller with two different colours before	-A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials. -Sculptures can be made from natural or man-made materials. Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. -A free-standing structure needs a solid or flat base in order to be able to stand. -Materials can be joined in a variety of ways e.g. glue, masking tape.	-Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. -Observational drawings require careful observation of the subject to create a realistic representation.	-To 'Tie-dye' means to produce patterns in a piece of cloth by tying parts of it to shield it from the dye. Different patterns can be made by tying in different ways, covering different areas and combining colours. There are different patterns that can be made using tie-dye	-The primary colours are red, yellow and blue. -The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. -In art, some colours can be used to create feelings of warmth (e.g. red, yellow or orange) or feelings of coldness (blue, green or grey). -Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes.

	transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	-A mechanism is a system of parts working together. They include sliders, that move side to side and levers, that move up and down	-Drawings can be used to develop initial ideas. -Shapes can be represented through drawing. -Marks, lines and patterns can be added to drawings for effect.		
Disciplinary knowledge	Explore simple printmaking. -For example, using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking -Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. -Use rollers or the backs of spoon to create pressure to make a print.	-Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. -Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. modroc plasterboard or making Modroc sculpture -Use basic tools to help deconstruct (scissors) and then construct (glue sticks). -Make stable structures from card, tape and glue -Follow instructions to cut and assemble the supporting structures -Make functioning moving parts which are assembled into a main supporting structure	-Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. -Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. -Become familiar with 2 or more drawing exercises repeated over time to build skill. - How would these artists have drawn me? Describe what can be seen and give an opinion about work of an artist -Ask questions about a piece of art	-critique, evaluate and test their ideas and products and the work of others -design purposeful, functional, appealing products for other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria -Cut fabric neatly with scissors -Use joining methods to create flag	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. -Benefit from experiences learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage -Enjoy discovering the interplay between materials for example wax and watercolour -Mix and choose colours for effect Use visible brush strokes and dabs of paint in own work -Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. -Use drawing and painting to convey a specific feeling.
Suggested Tier 3 Vocabulary	Abstract Land art	Sculpt	Realistic	Wax resist Batik	Folk Art Landscape
Artists	Andy Goldsworthy William Morris	Kirsty Elson	Leonardo di Vinci Andy Warhol	Mondrian	Georgia O'Keeffe

Intended outcome	Nature inspired repetitive prints using natural materials	Relief village landmark	How would these artists have drawn me?	A tie-dyed flag	Use the work of a famous artist to inform their own canal art piece
Key Stage I					
Year B Concepts	Art & Design Drawing	Design & Technology Textiles	Art Printing	Design & Technology Food Technology	Design & Technology 3D structures
Substantive knowledge	<ul style="list-style-type: none"> -Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. -Observational drawings require careful observation of the subject to create a realistic representation. -Drawings can be used to develop initial ideas. - -Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. -Marks, lines and patterns can be added to drawings for effect. -Different types of line include zigzag, wavy, curved, thick and thin. -Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch. 	<ul style="list-style-type: none"> -To sew is to join or fasten with stitches using a needle and thread. -A running stitch is a simple line of sewing in a straight line with no overlapping -You need to tie a knot to the other end of your thread before sewing -Stitches: Running stitch (simple stitch consisting of a line of small even stitches) Overstitch simple stitch consisting of the thread going over the edge of the fabric, usually used to stop a fabric from fraying. Cross stitch (pairs of diagonal stitches cross each other in the middle to form an X). -Anni Albers was a German artist. She was born in Berlin in 1899 and came from a Jewish family. She was interested in art from a young age. -Albers studied at the Bauhaus. The Bauhaus was an exciting school of art and design in Germany. -At the time, women were only allowed to study a few classes. Anni decided to study weaving and became 	<ul style="list-style-type: none"> -A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. -A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. - A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. - art created long ago can still tell us messages so we can understand what life may have been like 	<ul style="list-style-type: none"> -A recipe is a set of instructions for making or preparing a food item or dish -Bread is a carbohydrate which is a high energy food. -Proofing is caused by the yeast in the bread which makes it rise and creates an airy texture within the bread. -Kneading warms and stretches the dough creating a light and springy texture. -Dough is a mixture made from flour and water, sometimes other ingredients are added such as yeast to add different properties to the mixture. -To be able to discuss which ingredients are healthier than others. 	<ul style="list-style-type: none"> There are 4 main types of bridge construction: Beam bridge- A rigid horizontal structure that is resting on two piers, one at each end. Cantilever/Truss bridge- A cantilever bridge is a bridge built using a cantilever. Arch bridge- A semi-circular structure with abutments on each end. Hanging/Suspension bridge- A bridge that has its roadway suspended from two or more cables and is anchored at the ends. -Card corners can be used to strengthen the structure. Triangles are often used in construction as they help with stability and strength

		one of the greatest textile artists of our time			
Disciplinary knowledge	<ul style="list-style-type: none"> -Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials -Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. -These might include figurative, still life and landscape subject matter for drawings 	<ul style="list-style-type: none"> -Perform the practical task – joining etc -Select and cut fabrics for sewing -Decorate a Christmas stocking using fabric glue or running stitch -Understand how simple 3-D textile products are made, using a template to create two identical shapes. -Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. -Explore different finishing techniques -Know and use technical vocabulary relevant to the project. -Match and sort fabrics and threads for colour, texture, length, size and shape -Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting - Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching -Apply decoration using beads, buttons, feathers etc - Apply colour with printing, dip dying, fabric crayons Create fabrics by weaving materials i.e. grass through twigs 	<ul style="list-style-type: none"> -Print with a range of hard and soft materials e.g. corks, pen barrels, sponge -Take simple prints i.e. mono - printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils - Build repeating patterns and recognise pattern in the environment -Create simple printing blocks with press print -Design more repetitive patterns -Experiment with overprinting motifs and colour on carbon paper 	<ul style="list-style-type: none"> Select from and use a range of ingredients. -Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination -Following the instructions within a recipe -Cooking safely, following basic hygiene rules -to collect, store and present information about breads using tables and graphs and named drawings of different breads; -to investigate examples of bread, flours and decoration in order to set their own criteria for the bread that they will make -to design their bread product; -to model their ideas using salt dough; -o use IT to support their investigation, to present data and to design a party invitation based on the chosen theme/context; learning about yeast and how it makes bread rise -to make, knead, prove, shape and cook bread dough, to use the appropriate vocabulary and to observe the changes that take place during the process; -to evaluate their work against the criteria set, both at the modelling and final stages. 	<ul style="list-style-type: none"> -Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones. drawing exercises -Explore how 2d can become 3d though “design through making”. -Cut simple shapes from card and use them to construct architectural forms. -Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. be an architect -Use digital media (film and still photos) to create records of models made -Sketch and model alternative ideas. -Develop one idea in depth. -Combine modelling and drawing to refine ideas. - experiment with adding buttresses/extra layers for strength

Suggested Tier 3 vocabulary	Silhouette	Loom Warp Weft	Impressionism, post impressionism	Design Make Evaluate	Architecture
Artists	Quentin Blake, Jackie Morris	Annie Albers	Matisse/.Hokusai	Nadiya Hussain Bread Making	Thomas Telford
Intended outcome	Sketches & illustrations using a variety of media	To design & make a Christmas Stocking	Printing using a variety of sources	Bread taking	To build a structure

Key Stage 2

Year A concepts	Art & Design Drawing	Art and Design- 3D Sculpture	Design and Technology- Mechanical Systems	Art and Design-Painting	Design and Technology- Mechanical systems
Substantive knowledge	<p>-Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch.</p> <p>-To be able to recall basic facts about Leonardo da Vinci. He was famous for his paintings but was also a mathematician, scientist, architect and musician. He lived in Italy and his most famous paintings are the <i>Mona Lisa</i> and <i>The Last Supper</i>. He was part of the high renaissance movement.</p>	<p>-Sculpture is a 3D form of art. 3D means something that has length, width and depth, not a picture drawn flat on a page. A person who creates sculptures is called a sculptor.</p> <p>-Water makes clay softer and easier to mould, but that too much can make it unworkable.</p> <p>-Clay can crack when it dries if it is too thin.</p> <p>-Materials can be man-made or natural and have different associated qualities*</p> <p>-The choice of a material affects what the product will look like and its use</p> <p>-Malleable materials, such as clay, papier-maché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p>	<p>-The purpose of a cam is to turn one form of movement into another in a machine, such as a car engine.</p> <p>-When a circular cam is placed at the edge of another circular cam at 90° it will rotate the movement through 90°, commonly used in simple spinning toys</p>	<p>-The primary colours are red, yellow and blue.</p> <p>-The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p>-A tint is a mixture of a colour with white.</p> <p>-A shade is a mixture of a colour with black.</p> <p>-A tone is produced either by the mixture of a colour with grey, or by both tinting and shading.</p> <p>-Artists uses shades and tints of blue to paint water.</p> <p>-To be able to recall facts about Claude Monet. He was the founder of the French impressionism movement. Monet used broad brush strokes to build up his pictures, and painted quite quickly to try and get the idea of the light he could see into his paintings.</p> <p>-Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes.</p>	<p>-Mechanisms are the parts that make something work.</p> <p>-Most objects that help us in our lives are made up of different mechanisms.</p> <p>-Sliders and Levers are mechanisms that make things move.</p> <p>-Sliders help to move things from side to side and up and down.</p> <p>-Levers use a fulcrum (a fixed point around which the lever can pivot) to make things move in arc (curve).</p>

		<ul style="list-style-type: none"> -Calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces. -Thinner pieces of clay are more susceptible to damage when the clay dries 			
Disciplinary knowledge	<ul style="list-style-type: none"> -Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching -Using observational drawing as a starting point, fed by imagination, design typography -Continue to familiarize with sketchbook / drawing exercises. -Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. -To understand proportion. 	<ul style="list-style-type: none"> -Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture -Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills -Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). -Acquire knowledge of still human form sculpture as a genre, considering the works of Barbara Hepworth. Extend knowledge of the effect of light and shadow on more complex objects) - Gain knowledge and awareness of human body proportions and use this to develop accurate representation of the body through sketchbook drawings. 	<ul style="list-style-type: none"> -Strengthen, stiffen and reinforce complex structures -Understand and use mechanical systems including cams and levers -To know how to incorporate the cam components into a 3D structure; measure accurately using a ruler and to know how these measurements work in three dimensions to make holes parallel or perpendicular (90°) to each other. -To join a cam to a shaft/follower successfully so it only rotates with the shaft/follower and increase the thickness of the shaft/follower with masking tape, where necessary. 	<ul style="list-style-type: none"> be able to name the three primary colours and should have some ideas about how to mix primary colours to make various secondary colours, for example, mixing red and yellow to make orange. - make tints by adding white to a colour, the more white you add, the lighter the tint. -gradually add small amounts of white to a colour, mixing in between each addition and stopping to look at the result. -be able to show how to create tints from any given colour. - discuss how the feeling created by their colour changes, perhaps starting as a warm colour but then becoming cooler. -adding black very gradually to create a shade. -independently mix colours to create colours needed 	<ul style="list-style-type: none"> Building on mark-making and observational skills, make drawings of animals, people and vehicles. -Investigate and analyse a range of existing products, in the context of investigating existing lever and linkage mechanisms. -identify simple levers and sliders in moving books/products and explain how they work -make drawings of simple products to show how they work -use appropriate vocabulary to describe mechanisms -try out their ideas using construction kits to make simple levers -assemble strips of card to make simple sliders and lever mechanisms with linkages -use tools eg scissors and a hole punch safely
Suggested	Cross hatching	Cast Relief	Prototypes Joins	Analogous Texture	Design criteria Product

Tier 3 Vocabulary			Structure	Mood	Function
Artists	Leonardo di Vinci	Barbara Hepworth	Al-Jazari	Monet	Robert Sabuda- pop-up book designer
Intended outcomes	: Pencil drawings line drawings, shading and depth of lines for effect. (Inspired by Da Vinci) portraits (self or of a partner).	3d casting in plaster/ modroc/ clay	To make a Viking boat cam toy	Artwork in the impressionist style including rivers and water	Making moving drawings with sliders, levers and linkages

Key Stage 2

Year B Concepts	Design & Technology Purposeful structures	Art Textiles & Collage	Art and Design- Sculpture	Art and Design-Drawing	Food technology
Substantive knowledge	<ul style="list-style-type: none"> -Frame Structures are rigid support structures that use beams, columns and slabs to hold large forces of gravity and weight. -Frame structures give shape, and are useful for support & weight bearing. -The system of beams and columns in a frame structure can be further strengthened through the use of other features, e.g. foundations, bracing -Frames should be able to stand on their own, providing a 'skeleton structure.' -Triangulation can help to make structures stronger. This is important to consider when creating stable joints -Triangulation is also important when bracing. When force is applied to one point on the triangle, the pressure is shared amongst the other two points, which provide a secure wide base. Using bracing, you can create triangular shapes, can 	<ul style="list-style-type: none"> Collage is art techniques where different materials are layered and stuck down to create artwork. -paper can be ripped or cut -Use small pieces or use the trace and cut method for whole sections -Overlap to avoid leaving gaps -Use a variety of tones to make your work look more interesting -Apply the paper right up to the drawn line to create a crisp edge 	<ul style="list-style-type: none"> -Sculpture is a 3D form of art. 3D means something that has length, width and depth, not a picture drawn flat on a page. A person who creates sculptures is called a sculptor. -Water makes clay softer and easier to mould, but that too much can make it unworkable. -Clay can crack when it dries if it is too thin. -Pots are a type of container and that containers are hollow inside (criteria for own work) -Pots have been used throughout history, by different civilisations and different types of pots were decorated according to their purpose and the era (eg Ancient Greece) -Clay is a natural material and has been used to produce pots because of its malleable nature -The choice of a material affects what the product will look like and its use -A sculpture is usually a 3D art form. 	<ul style="list-style-type: none"> -Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. -Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto -Hatching, cross-hatching and shading are techniques artists use to add texture and form. Tone means how light or dark something is. The tones artists and designers use and the contrast between them can 	<ul style="list-style-type: none"> -Madhur Jaffrey CBE is an Indian actress, food and travel writer, and television personality. She is recognized for bringing Indian cuisine to the western hemisphere with her debut cookbook, An Invitation to Indian Cooking -There are five main food groups: -Fruit and vegetables: e.g. apples, tomatoes, lettuce They contain vitamins and minerals. -Carbohydrates: e.g. starchy foods like bread and pasta. They give us lots of energy! -Proteins: e.g. beans, fish, eggs, meat. They help us to build muscle. - Dairy: e.g. milk, butter, cheese. They contain calcium for our bones. -Fats and Sugars: Add fat storage for energy. -In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups. -We should aim to eat 5 portions of fruit and veg per

	<p>therefore make your structure more rigid from different angles.</p> <p>Using Wood -When using wood, PVA glue is most appropriate. Joints should be securely clamped together to allow for drying time. -Card strips can be used to create secure joints. -Card triangles can be used to create secure corner joints. -One suitable alternative is elastic bands, which can be securely fastened around beams and columns, in order to create secure join</p>			<p>create very different moods and visual effects.</p>	<p>day. -To build strong bones and muscles, we should eat enough proteins and dairy. - Try to avoid eating too many fatty or sugary foods. They can make you unhealthy and can damage your teeth.</p>
Disciplinary knowledge	<ul style="list-style-type: none"> -Select and use from a range of tools and equipment to perform practical tasks ie cutting joining, -Select from and use a wider range of materials according to their properties shaping and finishing accurately -Create a range of different shaped frame structures -Make a variety of free-standing frame structures of different shapes and sizes -Select appropriate materials to build a strong structure -Reinforce corners to strengthen a structure -Create a design in accordance with a plan 	<ul style="list-style-type: none"> -Develop design through making skills and collaborative working skills. Explore paper and card manipulation skills to build 3d forms. -Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). -Combine art forms such as collage, painting and printmaking in mixed media projects -Make larger scale drawing from observation and imagination -Apply and build upon colour mixing and mark-making skills 	<ul style="list-style-type: none"> -Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea, e.g. Quick clay figurative sketches -Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocketgallery -Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. Building nests -Explore clay techniques in greater detail (using water and a range of tools to create a pattern or effect). -Observe artefacts/ projects (coiling, pinching, joining, 	<ul style="list-style-type: none"> -Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. -Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects described here. -Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing - use shading techniques such as hatching, crosshatching, contour hatching and stippling to create a range of effects: -to create the illusion of form -to create a particular atmosphere 	<ul style="list-style-type: none"> -Follow a recipe -Cook safely, following basic hygiene rules -Adapt a recipe -Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet -Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle - Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely, where needed with a heat source. -Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking -communicate what they like and dislike. -try out ideas by shaping materials;

		previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and exploring colour	impressing). Using other objects to create a different effect on clay.	-to create contrast and focus attention -to suggest depth and distance	- have gained an understanding of the properties, including taste, texture and appearance, of a range of ingredients. -prepare and combine ingredients into a specific product; -use basic tools safely.
Suggested Tier 3 Vocabulary	Perpendicular	Mural Viewfinder	Coiling Impressing	Graffiti Perspective	Design brief specification
Artists	Wiltshire wildlife ARK project	Beatriz Milhazes, Hannah Hoch	Wedgewood, Clarice Cliff	Rembrandt, George de la Tour	Madhur Jaffrey
Intended outcome	To make a hedgehog house	Using paper or photographs as well as their own painting and drawings to create montages, photomontages or mixed media compositions.	Clay work in the style of Vikings	sketches and illustrations using a variety of media with a focus on light and tone	Following a recipe representative of British multicultural society eg vegetable samosas

Key Stage 2

Year C concepts	Design & Technology	Art and Design-Painting	Art and Design-Sculpture and digital animation	Art and Design/ Design and Technology-Architecture and structures	- Design and Technology-Food Technology and container design
Substantive knowledge	- In computing, programs are a defined set of algorithms or processes that are completed in order to achieve a task. -A program is created using a programming language, which allows a computer programmer to write lines of code that the computer can understand. Everything that a computer does is achieved using a program. These programs can be used to program a robot. This program will simply be a set of instructions for the child's robot to follow, whether that be something as simple as moving from point A to point B	Pointillism: -is a technique of painting in which small, distinct dots of color are dotted in patterns to form an image -Georges Seurat developed the technique in 1886 -The term "Pointillism" was made up by critics in the late 1880s to make fun of the art -Aboriginal art is based of important ancient stories - At first, it was painted on bodies, in the sand, or on rocks -Traditionally, artists couldn't paint stories unless it has	- Stop motion is an animated filmmaking technique in which objects or images are physically manipulated in small increments between individually photographed frames so that they will appear to exhibit independent motion or change when the series of frames is played back. - The technique of using multiple images viewed in rapid succession to suggest motion is called animation. - Stop-motion animation uses images created with objects such as paper cut-outs or clay models.	-Architecture is the art of designing buildings. People who design buildings are called architects. Architects can design buildings in many different styles. -The local area has a range of different architectural influences that are indicative of their era -Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings -An elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints.	-food ingredients should be combined according to their sensory characteristics. -all food comes from plants or animals. - food has to be farmed, grown elsewhere (e.g. home) or caught -a healthy diet is made up from a variety of food and drink, as depicted in the eat-well plate. - to be active and healthy, food and drink are needed to provide energy for the body. -recipes can be adapted to change the appearance, taste, texture and aroma.

	or something much more complex like fetching a pencil.	something to do with their family heritage -Although both styles are made out of dots, -Pointillism still differs from Aboriginal artwork. --Pointillism is more based on everyday life and people while Aboriginal artwork is more cultural and is based on ancient beliefs.		-Art and design can be influenced by and representative of different cultures and eras -Scale and elevation are used in interior and exterior building design, in addition to overhead/floor plans.	-different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Romero Britto was born in 1963. He is a Brazilian artist who was influenced by cubism, pop art and graffiti art. He uses vibrant colours, bold patterns as a visual expression of hope, dreams and happiness.
Disciplinary knowledge	--understand how a floor robot moves; - program it accurately to move along a given route; ---explore and select from a range of different materials to create obstacle squares. -generate ideas for an adventure map and appropriate obstacles matching their overall theme; - evaluate adventure maps against design criteria independently; -explain the best joining methods based on their knowledge of the properties of materials. -explain why floor robots move differently on different materials using their knowledge of the properties of materials; -evaluate the effectiveness of different materials and suggest improvements based on observations.	Use different media and tools to paint. These will include paint, brushes, bark, rocks, sand, charcoal, dirt and chalks to explore texture. - Use symbols and icons to tell stories through drawings. - Use watercolours and colour mix to paint landscapes. -Compare and contrast pointillism and aboriginal dot painting. - To discuss different pointillist artwork and artists who used this technique. -Use stencils and experiment with blending, tinting and shading using dots -Evaluate their work and that of their peers	-Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey -Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint, -Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing -To apply their understanding of computing to control and monitor their products Create a stop-motion video by duplicating slides that include backgrounds and shapes -Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a	-Explore architecture of another time and / or culture, and make individual work in response to what is seen. Develop design criteria for the design of an innovative, functional, appealing school building, fit for purpose; - Generate, develop & communicate ideas through discussion, annotated sketches, & cross-sectional diagrams; - Evaluate ideas against design criteria & consider the views of others to improve their work; - Understand how key events and individuals in D&T have helped shape the world. -Draw a plan of a room in their school. -Design a new building for the school -Work out the area of a room in their school and in their designed building by counting squares. -Draw a plan and elevation drawing of their proposed design.	-Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet -Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle - Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely -Use cooking techniques such as: chopping, peeling, grating, slicing, mixing, spreading, kneading and baking -communicate what they like and dislike; - have gained an understanding of the properties, including taste, texture and appearance, of a range of ingredients. -prepare and combine ingredients into a specific product using a recipe of own design -use basic tools safely. -Cut and prepare food safely -Use equipment safely

			screenshot. -Animate individual elements of objects		-Know how to avoid cross-contamination -measure, score, make a net for a cereal box using knowledge of 3D shapes
Suggested Tier 3 Vocabulary	Program Evaluation Improvements	Pointilism Stencils	Duplication Construction Modelling Contemporary	Elevation Perspective Vanishing point	Digital art
Artists	Charles Babbage, Ada Lovelace	Aboriginal Art/ Chris Ofili George Seurat	Nick Park, Eadweard Muybridge	Dame Zaha Hadid, Tim Noble/ Sue Webster, Vik Miniz	Romero Britto
Intended outcome	To design and make an adventure map for a programmable robot to follow	Pointilism style from a variety of cultures, biomes and time periods	To create a simple stop motion animation	To design and draw a plan and elevation for an additional building to their school grounds	Design and make own healthy breakfast cereal including box design
Key Stage 2					
Year D concepts	Art and Design- Drawing	Design and Technology- Electrical Systems	Art and Design-Narrative and graphic novels	Design Technology- Textiles	
Substantive knowledge	-In around 1907 two artists living in Paris called Pablo Picasso and Georges Braque developed a revolutionary new style of painting which transformed everyday objects, landscapes, and people into geometric shapes. In 1908 art critic Louis Vauxcelles, saw some landscape paintings by Georges Braque in an exhibition in Paris, and described them as 'bizarreries cubiques' which translates as 'cubist oddities' – and the term cubism was coined. -Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different	-Thomas Edison was a famous American inventor, who is best known for inventing the domestic lightbulb and the electrical power system that enables them to work. He investigated new materials for filament that allowed immediate and long-lasting lighting. He also invented safety fuses and on/ off switches for light sockets. -Electricity is a type of energy. It is used to power lots of things -Electricity can flow through circuits. A circuit is the path the electric current follows. It must have no breaks in it (a closed circuit) for electricity to flow.. -The electricity flowing through a circuit is known as	-Graphic novels are longer stories written and illustrated in the style of a comic, combining a sequence of engaging visual elements that drive the plot, coupled with short pockets of text in the form of captions and dialogue. -Manga is an art form, a type of Japanese comic book or graphic novel. First published in Japan in the early nineteenth century, it has become more popular and widespread in recent years. Manga is the form of telling a story through illustration. These stories often involve adventure or humour.	Different fabrics have different properties (characteristics) which make them good for different purposes. For example, some are soft and provide a cushion (e.g. felt) whilst others can be thin and lightweight (e.g. silk, cotton). This can make them easier to join/ decorate with. There are lots of different stitches that you could use to join the fabrics together. Some are easier and quicker, (e.g. running stitch) some are more secure and do not show the seam as obviously (e.g. backstitch), some help to improve certain fabrics (e.g. overstitch) and some are more aesthetically pleasing (e.g. blanket stitch).	

	<p>types of line include zigzag, wavy, curved, thick and thin.</p> <ul style="list-style-type: none"> -Textures include rough, smooth, ridged and bumpy. <p>Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto</p> <ul style="list-style-type: none"> -Hatching, cross-hatching and shading are techniques artists use to add texture and form. 	<p>the current. It can be used to power an output device.</p> <ul style="list-style-type: none"> - Switches can be positioned so that electrical currents can flow through them (closed switch) or cannot flow through them (open switch). This alters the way that output devices function. -In a series circuit, two output devices are controlled by one switch. In a parallel circuit, two output devices can be controlled separately by switches. Switches can be used alongside control boxes, to set up timed systems (e.g. traffic lights) and monitoring systems (e.g. alarms) 		
<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> -Continue with the key drawing exercises -Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style -Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring portraits -draw for a sustained periods of time. -experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. -experiment with different grades of pencil to achieve varied tone 	<ul style="list-style-type: none"> -Understand and use electrical systems in their products linked to science coverage. -Know and use technical vocabulary relevant to the project. -Draw on their understanding of simple electrical circuits and switches to help them generate ideas about their alarm. - Join components and cut and shaped materials with some precision to help assembly. -Join the materials of their device using a range of appropriate techniques. -Use a control program to activate their alarm. 	<ul style="list-style-type: none"> -Explore sequential drawing and narrative e.g. manga and graphic novels e.g. Manga - create own graphic novel using an extract or known story. -Develop their own style of drawing through: line, tone, pattern, texture. -Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. - Develop their own style using tonal contrast and mixed media. Use sketchbooks to collect, record and plan for future works. -Adapt their work according to their views and describe how they might develop it further. -Have opportunities to develop further simple perspective in 	<ul style="list-style-type: none"> -Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects -Match the tool to the material -Develop skills in stitching, cutting and joining -Colour fabrics -Use different grades of threads and needles -Experiment with batik or felt techniques -Experiment with a range of media to overlap and layer creating interesting colours and textures and effects -Explore the importance of space, size and scale in design -think about how shapes and symbols convey meaning -select colours to create mood and communicate meaning;

	-create texture and pattern in drawing with a range of implements.		their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their work.	
Suggested Tier 3 Vocabulary	Geometric Distortion Cubism	Control System Input Output	Pop art Post modern	Influential Visionary Proportion
Artists	Pablo Picasso, George Braque	Thomas Edison	Lichtenstein, Kitazawa Rakuten	Vivienne Westwood, Stella McCartney
Intended outcome	Sketches and illustrations using a variety of media in the Cubist style	To use electrical systems within a product e.g. Light house design	create own graphic novel using an extract or known story	Design and make a mixed media logo

Art Exhibition

All year groups will apply understanding of knowledge, techniques, use of a variety of media and artists to create a final piece which will be presented in the art exhibition for a wider audience.

Enquiry questions for discussion and debate:

- Can you describe what you see?
- Describe what you like and explain your reasons.
- How does the artwork make you feel?
- How has the artist used colour? Pattern? Shape?
- What would you like to ask the artist?
- What is the artist saying to us in this artwork?
- How does this art/design inspire you to make your own?
- Which other senses can you bring to this artwork?
- If you could take this artwork home, where would you put it and why?
- Who or what else might you look at to help feed your creativity?