



## Art/DT - Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/1	<p><b>Art</b> <u>Drawing</u> <u>Picasso</u> <u>Weekly</u></p> <p>Begin to use and control a variety of media. Start to produce lines of different thickness using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p><b>DT</b> <u>Sliders and levers</u> <u>Block</u></p> <p>Explore and talk about books containing flaps and moving pictures Begin to explore sliders Create a product with a slider To explore and use mechanisms</p>	<p><b>DT</b> <u>Joining techniques</u> <u>Textiles</u> <u>(Kite)</u></p> <p>Evaluate the design of products Uses simple tools to effect changes to materials Manipulates materials to achieve a planned effect Handles tools, objects, construction and malleable materials safely and with increasing control Realises tools can be used for a purpose Uses simple tools and techniques competently and appropriately Selects tools and techniques needed to shape, assemble and join materials they are using Beginning to be interested in and describe the texture of things</p>	<p><b>Art</b> <u>Printing</u> <u>Block printing with Veg</u> <u>Wool printing</u></p> <p>Enjoy taking leaf rubbings e.g. leaf, brick and coin. Create simple pictures by printing from objects. Develop simple patterns by using objects. Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge. Design their own printing block. Explore printing in relief. Use string and card. Explore impressed printing. Drawing into ink, printing from objects. Create a simple repeating pattern and recognise pattern in the environment. Use equipment and media correctly and start to produce a clean printed image.</p>	<p><b>Art</b> <u>River Glen collage</u></p> <p>Create images from a variety of media e.g. tissue paper, crepe paper etc. Collect and sort colours appropriate for an image. Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers. Create and arrange shapes appropriately by cutting or tearing.</p>	<p><b>DT</b> <u>Cooking</u> <u>Prepare a healthy picnic for a seaside trip</u></p> <p>Describe textures Wash hands &amp; clean surfaces Think of interesting ways to decorate food Say where some foods come from, (i.e. plant or animal) Describe differences between some food groups (i.e. sweet, vegetable etc.) Discuss how fruit and vegetables are healthy Cut, peel and grate safely, with support</p>
Palm Y2/3	<p><b>DT</b> <u>Cooking</u> <u>Pumpkin feast</u> <u>Block - end of term</u></p> <p>Explain hygiene and keep a hygienic kitchen Describe properties of</p>	<p><b>Art</b> <u>River art</u> <u>Claude Monet</u> <u>The Thames</u> <u>Below</u> <u>Block - beginning of term</u></p> <p>Continue to control the types of marks made</p>	<p><b>DT</b> <u>Sewing</u> <u>Make a purse to hold treasures</u></p> <p>Demonstrate a range of joining techniques such as gluing, taping or creating hinges Cut materials</p>	<p><b>Art</b> <u>Printing</u> <u>Rolling</u></p> <p>Continue to explore relief printing and mono printing. Print simple pictures using different printing</p>	<p><b>Art</b> <u>3D Sculpture</u> <u>Tutankhamun head mask</u></p> <p>Use equipment and media with confidence. Join two parts successfully. Construct a simple</p>	<p><b>Art</b> <u>Sewing</u> <u>Joining techniques</u> <u>Sew a flag</u></p> <p>Continue identifying different forms of textiles. Gain experience in</p>

	<p>ingredients and importance of varied diet Say where food comes from (animal, underground etc.) Describe how food is farmed, home-grown, caught Draw eat well plate; explain there are groups of food Describe "five a day" Cut, peel and grate with increasing confidence</p>	<p>with a range of painting techniques: layering, mixing and adding texture. Mix paint to create all the secondary colours and predict the outcomes. Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour tints and shades. Store information on colour mixing, the colour wheel and colour spectrums.</p>	<p>safely using tools provided Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>techniques. Begin to demonstrate experience in three colour printing. Experiment with overprinting motifs using two colours. Start to combine prints taken from different objects to produce an end piece. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>	<p>base for extending and modelling other shapes. Learn to secure work to continue at a later date. Produce more intricate surface patterns and textures and use them when appropriate. Use language appropriate to skill and technique.</p>	<p>applying colour to textiles (dipping and fabric crayons). Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs. Stitch two pieces of fabric. Create and use dyes e.g. using onion skins, tea and coffee. Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics (knotting, fraying, fringing, twisting, pulling threads, plaiting).</p>
<p>Oak Y4/5</p>	<p><b>Art Printing techniques</b> <b>William Morris Victorian wallpaper designs</b></p> <p>Increase awareness of relief printing and mono printing. Expand experience in three colour printing. Continue experimenting with overprinting motifs using three colours. Print onto different materials including fabric. Continue to experience combining prints taken from different objects to produce an end piece. Create an accurate print design.</p>	<p><b>DT Switches and circuits</b></p> <p>Incorporate a switch into a circuit Confidently use a number of components in a circuit Confidently use a range of materials and equipment safely Begin to be able to program a computer to monitor changes in environment and control product</p>	<p><b>DT Frame structures</b> <b>Wooden bird house</b></p> <p>Measure and mark out to the nearest mm Cut slots and internal shapes Create nets Order the main stage of making - 3D shape</p>	<p><b>DT Cooking</b> <b>Cook Dutch meatballs and pasta/sauce</b></p> <p>Prepare a healthy meal) Explain how to be safe / hygienic and follow own guidelines Present product well - interesting, attractive, fit for purpose Begin to understand seasonality of foods Understand food can be grown, reared or caught in the UK and the wider world Describe how recipes can be adapted to change appearance, taste, texture, aroma Explain how there are different substances in food / drink needed for health Prepare and cook some healthy dishes safely and</p>	<p><b>Art Printing</b></p> <p>Show experience in a range of mono print techniques. Continue to gain experience in overprinting colours. Start to overlay prints with other media. Print onto a range of different materials. Use a variety of tools in a safe way. Create an accurate print design that meets a given criteria. Collect and record visual information from different sources as well as planning and trying out ideas.</p>	<p><b>Art Illuminated lettering</b></p> <p>Confidently control the types of marks made. Experiment with different effects and textures. Be able to identify primary secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. Mix colour, tints and shades with confidence. Start to develop a painting from a drawing. Recognise the art of key artists and begin to place them in key movements or historical events.</p>

				hygienically including, where appropriate, use of heat source Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.		
<b>Willow Y6</b>	<p><b><u>DT</u></b> <b><u>Pulleys and levers</u></b></p> <p>Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. Use videos and photographs of products that cannot be explored through first-hand experience. Use observational drawings and questions to develop understanding of each product in the collection e.g. <i>How innovative is the product? What design decisions have been made? What type of movement can be seen? What types of mechanical components are used and where are they positioned? What are the input, process and output of the system? How well does the product work? Why have the materials and components been chosen? How well has it been designed? How well has it been made?</i></p>	<p><b><u>Art</u></b> <b><u>Batik</u></b> <b><u>Nature in the school grounds</u></b></p> <p>Creatively produce different patterns and textures using wax resist methods. Design, plan and decorate a fabric piece. Use different styles and colours. Work in 2D and 3D as required. Recognise different forms of textiles and express opinions on them. Use language appropriate to skill and technique.</p>	<p><b><u>DT</u></b> <b><u>Cooking</u></b> <b><u>Greek Moussaka, side salad and serve to parents</u></b></p> <p>Understand a recipe can be adapted by adding / substituting ingredients Explain seasonality of foods Learn about food processing methods Name some types of food that are grown, reared or caught in the UK or wider world Adapt recipes to change appearance, taste, texture or aroma. Describe some of the different substances in food and drink, and how they can affect health Prepare and cook a variety of healthy dishes safely and hygienically including, where appropriate, the use of heat source. Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p><b><u>Art</u></b> <b><u>Mosaics</u></b> <b><u>Computer aided programme to design Greek mosaic</u></b></p> <p>Continue to use a range of media to create collages. Use learnt techniques to add collage to a painted, printed or drawn background. Use and mix a variety of textures (rough, smooth, plain, and patterned). Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities to express mood and emotion.</p>	<p><b><u>Art</u></b> <b><u>Wire sculptures</u></b> <b><u>Rachel Ducker</u></b></p> <p>Know how to work in a safe, organised way, caring for equipment. Carry on securing work to continue at a later date. Gain experience in modelling over an armature (newspaper frame for Modroc). Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Demonstrate awareness in environmental sculpture and found object art. Know how to compare the style of different approaches.</p>	<p><b><u>DT</u></b> <b><u>Electrical</u></b> <b><u>More complex circuits</u></b></p> <p>Know how to incorporate a switch into a circuit. Know how to confidently use a number of components in a circuit. Know how to confidently use a range of materials and equipment safely. Know how to begin to be able to program a computer to monitor changes in environment and control product.</p>

## Art/DT - Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/1	<p><b><u>DT</u></b> <b><u>Freestanding structure</u></b></p> <p>Cut materials safely with support Measure and mark out design with support Can use tearing, cutting, folding and curling in design Shows a simple understanding of what it means to strengthen a design Demonstrate a range of joining techniques such as gluing or taping.</p>	<p><b><u>Art</u></b> <b><u>Weather patterns</u></b> <b><u>Seasonal Art calendar</u></b></p> <p>Explore with a variety of media; different brush sizes and tools. Choose to use thick and thin brushes as appropriate. Begin to control the types of marks made with the range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours. Name the primary and secondary colours. Explore lightening and darkening paint without the use of black or white.</p>	<p><b><u>DT</u></b> <b><u>Cooking</u></b> <b><u>Chinese New Year stir fry</u></b></p> <p>(Prepare fruit and veg by cutting, peeling and grating) Describe textures Wash hands &amp; clean surfaces Think of interesting ways to decorate food Say where some foods come from, (i.e. plant or animal) Describe differences between some food groups (i.e. sweet, vegetable etc.) Discuss how fruit and vegetables are healthy Cut, peel and grate safely, with support</p>	<p><b><u>Art</u></b> <b><u>Painting</u></b> <b><u>Flower pressing - William Curtis</u></b> <b><u>Botanical notebook</u></b></p> <p>Enjoy using a variety of tools including different size brushes and tools. Explore what happens when they mix colours. Use particular colours for a purpose.</p>	<p><b><u>DT</u></b> <b><u>Wheels and axis</u></b> <b><u>Make mode of transport</u></b></p> <p>Begin to explore wheels and axis. Know how they work. Know what an axle, wheel and axle holders are Know how to use problem solving skills to fix broken wheels. Design a moving vehicle according to a simple design brief Know how to build and test the vehicles created, Know how to evaluate the vehicle</p>	<p><b><u>Art</u></b> <b><u>Clay</u></b> <b><u>Father's Day coaster</u></b> <b><u>(Tile slab)</u></b></p> <p>Use equipment and media with increasing confidence. Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure. Explore carving as a form of 3D art. Demonstrate experience in surface patterns and textures and use them when appropriate. Develop an increasing awareness to use tools and equipment safely and in the correct way.</p>
Palm Y2/3	<p><b><u>Art</u></b> <b><u>Painting</u></b> <b><u>Cave paintings using natural materials</u></b> <b><u>Banksy</u></b></p> <p>Marks made with a range of painting techniques: layering, mixing and adding texture. Mix paint to create all the secondary colours and predict the outcomes. Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour tints and</p>	<p><b><u>DT</u></b> <b><u>Levers and linkages</u></b> <b><u>Family Christmas card</u></b></p> <p>Select appropriate tools / techniques Alter product after checking, to make it better Begin to try new/different ideas Use simple lever and linkages to create movement</p>	<p><b><u>DT</u></b> <b><u>Cooking</u></b> <b><u>Pizzas</u></b></p> <p>Carefully select ingredients Use equipment safely Make product look attractive Think about how to grow plants to use in cooking Begin to understand food comes from UK and wider world Describe how healthy diet= variety/balance of food/drinks Explain how food and drink are needed for active/healthy bodies. Prepare and cook</p>	<p><b><u>Art</u></b> <b><u>Observational art</u></b> <b><u>Linked to rocks - charcoal</u></b></p> <p>Develop intricate patterns and marks with a variety of media. Use different grades of pencil shade to show different tones. Create textures and patterns with a wide range of drawing implements. Begin to show an awareness of objects having a third dimension and perspective. Use their sketches to produce a final piece of work.</p>	<p><b><u>DT</u></b> <b><u>Gift package</u></b> <b><u>Make packaging for a gift box</u></b></p> <p>Create a shell structure Deconstruct and assemble the net of basic 3D shapes Strengthen 2D frames by adding diagonal bracing struts Make a rectangular frame from strip wood Use materials to make simple joints, glue, tape and paper clips.</p>	<p><b><u>Art</u></b> <b><u>Pointillism and aboriginal art</u></b> <b><u>George Seurat</u></b></p> <p>Demonstrate increasing control with the types of marks made. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects. Use a range of brushes to create different effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, tints and shades with</p>

	shades. Store information on colour mixing, the colour wheel and colour spectrums		some dishes safely and hygienically Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Write an explanation of their sketch in notes.		increasing confidence. Know where each of the primary and secondary colours sits on the colour wheel.
Oak Y4/5	<u>DT</u> <u>Cooking</u> <u>Enchiladas and hot chocolate linked to the Mayans</u>  To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<u>DT</u> <u>Sewing</u> <u>Sew a bag in the style of the Mayans - to hold a mobile phone</u>  Can explain why materials and tools have been chosen Confidently assembles, joins and combines a range of materials using different techniques including, temporary, fixed or moving joints Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Understand pattern layout Decorate textiles appropriately often before joining components Combine fabrics to create more useful properties	<u>Art</u> <u>Native American art</u> <u>Tapestry</u>  Can explain why materials and tools have been chosen Confidently assembles, joins and combines a range of materials using different techniques including, temporary, fixed or moving joints Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Understand pattern layout Decorate textiles appropriately often before joining components Combine fabrics to create more useful properties	<u>Art</u> <u>Abstract Art</u> <u>Peter Thorpe</u> <u>Abstract rockets</u>  Confidently control the types of marks made. Experiment with different effects and textures. Be able to identify primary secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. Mix colour, tints and shades with confidence. Start to develop a painting from a drawing. Recognise the art of key artists and begin to place them in key movements or historical events.	<u>Art</u> <u>3D Pictures</u> <u>Coastal picture</u>  Order the main stage of making - 2d to 3d shape Understand the need for a seam allowance Join textiles with appropriate stitching Select the most appropriate techniques to decorate textiles Prototype a product using J cloths Use appropriate decoration techniques e.g. appliqué (glued or simple stitches)	<u>Art</u> <u>Computer aided tinkacad</u>  Know how to create, change, analyse or optimise designs. Know how to create better quality, more precise, and neater designs.
Willow Y6	<u>DT</u> <u>Pulleys and levers</u>  Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems.	<u>Art</u> <u>Batik</u> <u>Nature in the school grounds</u>  Creatively produce different patterns and textures using wax resist methods. Design, plan and	<u>DT</u> <u>Cooking</u> <u>Greek Moussaka, side salad and serve to parents</u>  Understand a recipe can be adapted by adding / substituting ingredients Explain	<u>Art</u> <u>Mosaics</u> <u>Computer aided programme to design Greek mosaic</u>  Continue to use a range of media to create collages. Use learnt techniques to add	<u>Art</u> <u>Wire sculptures</u> <u>Rachel Ducker</u>  Know how to work in a safe, organised way, caring for equipment. Carry on securing work to continue at a later date.	<u>DT</u> <u>Electrical</u> <u>More complex circuits</u>  Know how to incorporate a switch into a circuit. Know how to confidently use a number of

	<p>Use videos and photographs of products that cannot be explored through first-hand experience. Use observational drawings and questions to develop understanding of each product in the collection e.g. <i>How innovative is the product? What design decisions have been made? What type of movement can be seen? What types of mechanical components are used and where are they positioned? What are the input, process and output of the system? How well does the product work? Why have the materials and components been chosen? How well has it been designed? How well has it been made?</i></p>	<p>decorate a fabric piece. Use different styles and colours. Work in 2D and 3D as required. Recognise different forms of textiles and express opinions on them. Use language appropriate to skill and technique.</p>	<p>seasonality of foods Learn about food processing methods Name some types of food that are grown, reared or caught in the UK or wider world Adapt recipes to change appearance, taste, texture or aroma. Describe some of the different substances in food and drink, and how they can affect health Prepare and cook a variety of healthy dishes safely and hygienically including, where appropriate, the use of heat source. Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>collage to a painted, printed or drawn background. Use and mix a variety of textures (rough, smooth, plain, and patterned). Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities to express mood and emotion.</p>	<p>Gain experience in modelling over an armature (newspaper frame for Modroc). Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Demonstrate awareness in environmental sculpture and found object art. Know how to compare the style of different approaches.</p>	<p>components in a circuit. Know how to confidently use a range of materials and equipment safely. Know how to begin to be able to program a computer to monitor changes in environment and control product.</p>
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