



Birdsedge

First School

Art and Design

Curriculum Map Document

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1. Statement of Intent

As outlined in the National Curriculum, a quality Art and Design education:

Embodies some of the highest forms of human creativity. It should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Therefore, at Birdsedge First School it is our vision to develop a range of artist skills in all children at all levels through ensuring we hold high expectations of what children can achieve. We teach a skills-based curriculum, providing children with provocations that allow them to produce high-quality end pieces that they are incredibly proud of and want to share with others.

Curriculum: We cover 5 Art units over the course of the year, each focussed on a different strand of Art (e.g. painting, drawing, 3D form, print) so that we ensure breadth of Art across the curriculum and linking in to their current topics. We focus on key artists (from a range of genres) within each unit so that we are evaluating quality pieces of work that help us strive for a similar quality from the children. The children critically evaluate artists' work and develop their skills through discursive analysis (KS1) as well as written notes in KS2.

Skills: We develop ideas in the children's own sketchbooks, where they practise, annotate, add notes to and evaluate their existing work. This is so that the children are able to review their learning journey and develop their critical analysis skills as they progress through a unit. We plan backwards from the end-product, ensuring the taught skills are developed upon each week so that the children produce a high quality final piece.

Creating Artists: We have 'Published' displays throughout school, which allow our children's high quality work to be showcased, in both our corridors and shared spaces as well as within classrooms. This is something that the children strive to be part of. High quality Art is showcased with links made to famous International and UK Artists.

Through this we allow children to develop an immense sense of pride in their work and constantly strive to be the best that they can be. This empowers those children whose work is chosen as well as motivates those children who want to be part of the next display.

We also have many opportunities for children to celebrate their learning through an annual Art gallery so that our entire school community can celebrate the fantastic achievements of the children over the course of our Creative Arts week. Alongside this, each year group plans outcomes for parents to come and see high-quality work throughout the whole curriculum over the course of the year.

2. Art at BFS

Key Areas are taught throughout each cycle. A key Artist/Sculpture in this area will be chosen and studied alongside this.



Drawing and Sketching



Painting



Sculpture



Printing



Collage

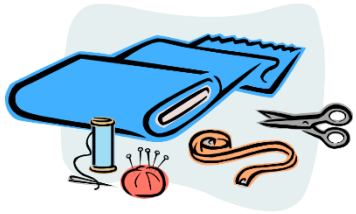
Throughout all of these areas children should be given the opportunity to discuss and review their own and others work.

They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

A two-year cycle is used to ensure a broader coverage and less repetition in mixed aged classes. Art and DT as subjects are also taught in a half termly pattern to make better use of curriculum timetabling. During the half term Art is not taught, a drop down day is planned that enables children to retrieve, use and apply skills to the area covered during the half term previously.

3. DT at BFS

3 Key Areas are taught throughout each school year with links to chosen artists/designers:



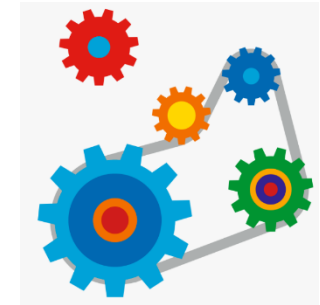
Textiles



**Food
Technology**



Construction



**Mechanical
Components**

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. Each aspect mentioned above should include the opportunity for **Design**, **Make** and **Evaluate** with Technical Knowledge wrapping around each of these.

They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

A two-year cycle is used to ensure a broader coverage and less repetition in mixed aged classes. Art and DT as subjects are also taught in a half termly pattern to make better use of curriculum timetabling. During the half term DT is not taught, a drop down day is planned that enables children to retrieve, use and apply skills to the area covered during the half term previously.

4. Whole School Long Term Plan

Class 1 Cycle 1	Major Glad, Major Dizzy!	Rapunzel	Hermelin Meercat Mail	Where The Wild Things Are	The Secret of Black Rock	The Last Wolf
	Guess Who? History: Significant people from the past – monarchs, pioneers or activists. Art: Drawing and Painting Portraits DT: Simple mechanisms objects/vehicles		Plots, Plague and Pudding Lane History: Significant Event from the past - Great Fire of London and Samuel Peypes Art: Drawing and Painting - Landscapes DT: Construction - structures		Happy Holidays Geog: Travel agent comparing UK to a country in North America Art: Drawing and Sketching– Observational Drawing DT: Food where it comes from what to eat on holiday	
Class 2 Cycle 1	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
	Wonderful Water! Geog: The Water Cycle, Rivers and Mountains with focus on UK, Russia and South America. Art: Drawing and Sketching – designing products DT: Design a product to reuse plastic. Make a water filter		Raid, Invade, Stayed History: Romans, Vikings and Anglo Saxons Art: Sculpture Clay Pottery DT: Construction with hydraulic mechanism		On Top Of The World Geog: Physical and Human Features – Mountains with a focus on Africa Art: Mosaic to create a mountainous landscape DT: Textiles – clothing for mountaineer	
Class 1 Cycle 2	The River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned The Dark	Rosie Revere
	Ocean Adventure Geog: Hot and Cold areas of the world. Compare the UK with Antarctica. Art: Collage use range of materials to create a scene DT: Mechanisms – moving Diorama		Time Travellers History: Compare 2 significant people – Florence Nightingale and Mary Seacole Art: Sculpture – Victorian Clay Tiles and sculptures DT: Construction including electronic		Location, Location, Location Geography: Urban and Rural in the UK and Australia Art: Printing – Aboriginal Australian Art DT: Textiles – Holiday Item	
Class 2 Cycle 2	The Iron Man	Fox	The Rhythm of the Rain	Jemmy Button	Egyptology	The Lost Book of Adventures
	Ancient Times History: Ancient Greece/Egypt Art: Painting. Ancient Egyptian Art and Hieroglyphics DT: Construction with electronic mechanisms. Recreating a secure Egyptian Tomb		Wild Wild World Geog: Physical Geography – natural disasters volcanoes and earthquakes with a focus on India Art: Use digital media to enhance narrative by editing sound, video and still images DT: Research structure of earthquake proof houses and design a prototype		The Land that Time Forgot History: Comparison of two early societies Mayans in Mexico and Bronze Age in Britain Art: Printing – early society DT: South American Cuisine	

Interim Cycle 3 – Key Stage 2

Class 2 Cycle 3	Where we Once Stood	Father	Into the Forest	King Kong	The Hound of the Baskervilles	The Promise
(Year 5 R2W)	<p align="center"><u>Magical Mystery Tour</u></p> <p><i>History: Local History Study with a focus on late 1800s and the Caphouse Colliery</i></p> <p><i>Art: Drawing and Painting – Watercolours to create mood and atmosphere</i></p> <p><i>DT: Construction with Electronic Mechanism – create a souvenir</i></p>		<p align="center"><u>Lost in the Jungle</u></p> <p><i>Geog: Study of Rainforests with a locality focus on North and South America.</i></p> <p><i>Art: Printing. Collage – creating a mixed media image of a rainforest</i></p> <p><i>DT: Construction – design and make a rainforest hide</i></p>		<p align="center"><u>Law and Disorder</u></p> <p><i>History: A look at Crime and Punishment beyond 1066 with a focus on Anglo Saxon, Tudor and Victorian Periods</i></p> <p><i>Art: Drawing and Sketching – illustration for crime and punishment book</i></p> <p><i>DT: mechanisms – create a moving part for crime and punishment book</i></p>	

5. Learning Sequences Key Stage 1

Guess Who? Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary	
Reception	Children learn to look and represent what they see (Self Portrait) in pencil then in paint.			
	<p>Children will explore self and talk about own features</p> <p>Children will be able to use mirrors to support them to create their own portrait</p> <p>Children will be encouraged to develop storylines in their pretend play</p> <p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Use paints to mix different colours for different facial features; create a face collage using different materials; make mirrors using different materials and ways to attach them.</p> <p>Create a photo frame; create a family portrait for inside the frame focusing on different features for different family members.</p> <p>Create birthday cards using a variety of resources; explore the features of birthday cards and look at how they use the materials; create a picture of their own birthday celebrations using different pens/pencils etc.</p> <p>Home-corner; develop storylines based on personal experiences</p> <p>Create a 'feelings' picture along to music and mixing colours; look at expressive art pictures and talk about how they make us feel; create an art project together as a class which represents 'It's OK to feel sad' and how to get help.</p> <p>Sing songs about the body e.g Heads, Shoulders, Knees and Toes</p>	<p>Colour</p> <p>Paint</p> <p>Mix</p> <p>Material</p> <p>Face</p> <p>Pencil</p> <p>Draw</p> <p>Glue</p> <p>Stick</p> <p>Portrait</p>	
Year 1/2	Children develop drawing and painting skills to produce a portrait.			
	<p>Observe and discuss different portraits – how do you think these were created eg paint, pencil, photograph?</p> <p>Experiment with different pencils to create different lines (which pencil creates thickest line etc.)</p> <p>Experiment with using paintbrushes to create different sized lines</p> <p>Create a primary colour wheel (red, yellow and blue)</p> <p>Mix the primary colours to create secondary colours and create a secondary colour wheel</p> <p>Provide a half-completed portrait and have children complete the portrait using pencil and paint (focusing on which pencil/paint brush to use at times and why)</p>	<p>In pencil, draw lines of different lengths and thickness</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>In painting, mix colours to make secondary colours</p> <p>Begin to develop artistic vocabulary eg primary colour, secondary colour, line, light and dark</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials</p>	<p>Face</p> <p>Shape</p> <p>Position</p> <p>colour, proportion, portrait brush</p> <p>choose create thick line thin</p>	<p>Paper</p> <p>Primary</p> <p>Mix</p> <p>Secondary</p> <p>Lighter</p> <p>Darker</p> <p>Favourite</p> <p>Picture</p> <p>Painting</p>

Guess Who? DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	Children talk about their house. Children choose their own materials to construct a model of their house. Children describe and compare different homes.		
	<p>Children talk about members of their immediate family and community.</p> <p>Children name and describe people who are familiar to them.</p> <p>Children comment on images of familiar situations in the past</p> <p>Children explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create a representation of your own home; use construction materials to design and build a home</p> <p>draw a picture of family home and use descriptive language to describe the house/flat/caravan etc; use different resources to create own home.</p>	<p>Think</p> <p>Plan</p> <p>Material</p> <p>Collect</p> <p>Resources</p> <p>Home</p> <p>House</p> <p>Build</p> <p>Construct</p> <p>Stick</p> <p>attach</p>
Year 1/2	Use Mechanisms to show movement in a moving object/vehicle		
	<p>Discuss and draw ideas and use ICT to communicate</p> <p>Design simple products that work and look appealing</p> <p>Explore simple mechanisms</p> <p>Start to build structures, exploring ways to stiffen, stable and strengthen</p> <p>Explore existing products</p> <p>Discuss own ideas and designs</p> <p>Use a range of tools and equipment to perform practical task</p>	<p>Share examples of simple mechanisms</p> <p>Discuss with children how they think they could best represent a moving object/vehicle</p> <p>Explore these ideas by using a range of materials (string, card, dowel etc.)</p> <p>Discuss their ideas as a group, paying particular attention to what worked well / what did not work so well</p> <p>Design and create their own</p> <p>Showcase and present the final product</p>	<p>Simple</p> <p>Mechanism</p> <p>Cut</p> <p>Paper</p> <p>Card</p> <p>Cardboard</p> <p>Design</p> <p>Product</p> <p>Strong</p> <p>Strengthen</p> <p>Move</p> <p>Research</p> <p>Create</p> <p>Discuss</p> <p>plan</p>

Plots, Plague and Pudding Lane. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	<p>Children explore different ways to design and create models and pictures linked to stories they read and the people they learn about in the topic.</p>		
	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children should share their creations, explaining the process they have used; Children should be able to make use of props and materials when role playing characters in narratives and stories. Children should be able to develop their skills in the process of 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.</p>	<p>Children should make individual choices about materials, designs, textures etc. Provide open-ended weekly projects that provide a variety of resources, skills and outcomes will ensure children are able to demonstrate their own thought processes. Children should consistently design, make and review and lessons can be formatted to support this. Comic style drawings/paintings Make a superhero costume Design and create a fire engine What can we make with our own junk modelling? Tell stories, using props, about heroes saving the day</p>	<p>Design Plan Think Improve Better Choose Choice Materials Textures Strength Create share</p>
Year 1/2	<p>Use painting with different brushes to recreate a landscape from a significant event.</p>		
	<p>In painting, use thick and thin brushes to produce lines and shapes In painting, mix colours to make secondary colours Begin to develop artistic vocabulary eg primary colour, secondary colour, line, light and dark Discuss their own and others' work Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials</p>	<p>Use different paintings of The Great Fire of London and observe common themes/colours (eg smoke, flames, houses) Experiment with using paintbrushes to create different sized lines Provide different sized images, some large and some small, and have children practise painting within and on the lines with different sized brushes Recap the three primary colours Mix primary colours to create a secondary colour wheel Focus on using red and yellow to create different shades of orange for different flames Create painting of flames Discuss the final piece, taking note of what they liked/disliked etc.</p>	<p>Brush Create Thin Line Shape Choose Thick Paper Primary Mix Darker Favourite</p>

Plots, Plague and Pudding Lane. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary	
Reception	Children will investigate and explore materials for different purposes. Children will design and make something for a character or event they have heard about or read in class stories			
	<p>Children should be able to explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Children should know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Children should develop their understanding of some important processes and changes in the natural world around them, including changing states of matter.</p>	<p>Investigate the best materials for something – such as a fire engine, bucket to carry water, etc.</p> <p>Explore different materials - what are their uses? Record findings in different ways; design a product for a purpose – a hat for a firefighter, a cape for a superhero.</p> <p>Explore changing states - ice/water; investigate the properties of ice; create ice painting; freeze different vegetables in blocks and investigate how to get them out; write about findings.</p>	<p>Explore</p> <p>Find out</p> <p>Observe</p> <p>Look</p> <p>Think</p> <p>Share</p> <p>Changes</p> <p>Material</p> <p>Property</p> <p>purpose</p>	
Year 1/2	Design a simple product, that would serve a function in the time period studied. Eg, a bucket to carry water in the fire, a strong house to live in after the fire, etc			
	<p>Design simple products that work and look appealing</p> <p>Discuss and draw ideas and use ICT to communicate</p> <p>Use a range of materials and components</p> <p>Use a range of tools and equipment to perform practical tasks</p> <p>Explore existing products</p> <p>Discuss own ideas and designs</p>	<p>Discuss function and features of product eg buckets (size, handle etc.)</p> <p>Discuss which materials would be best to use when making their own product, eg bucket, walls for house (making link to science materials)</p> <p>Test a range of different materials to find out which material is best for own product (eg paper, card, plastic bag)</p> <p>Draw and discuss product using design criteria</p> <p>Create and test their product during class competition</p>	<p>Research</p> <p>Product</p> <p>Material</p> <p>Design</p> <p>Purpose</p> <p>Communicate</p> <p>Drawing</p> <p>Diagram</p> <p>Tools</p>	<p>Construct</p> <p>Make</p> <p>build</p>

Happy Holidays! Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	<p>Children learn about the seaside and particularly under the sea in their wider topic. From this Children explore different scenes from the seaside and create their own drawings. Recycling is used as an inspiration for a big art project.</p>		
	<p>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.</p>	<p>Children should be making individual choices about materials, designs, textures etc. through open-ended weekly projects that provide a variety of resources, skills and outcomes will ensure children are able to demonstrate their own thought processes. Children should consistently design, review and edit and lessons can be formatted to support this. Create stories about under the sea creatures which are influence by other stories children have been exposed to Use different seaside materials to make a seaside picture Make a Rainbow Fish Performance poetry; write poems and use microphones/lpads to record, perform to the class poems written by authors; perform in small groups children's poems. Observational drawings of shells Use recycling for a 'big art project</p>	<p>Draw Colour Shape Print Stick Paint Join Artist Curve Line</p>
Year 1/2	<p>Developing pencil / sketching skills to create a landscape</p>		
	<p>Children should be able to use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines Children should be able to use correct artistic vocabulary eg tone, tint, shade Children should be able to use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Children should be able to describe differences and similarities and make links to own work Children should know about the work of a range of artists, craft makers and designers</p>	<p>Practise pencil skills and explore techniques of creating lines, dots and hatching etc. Sketch different natural stimulus (eg leaf, cone, seedlings or bark) Experiment with rubbing technique to create pattern (eg leaf, cone, seedlings or bark) Locate micro-habitat or habitat within local area and sketch aspects this area Share images of Monet's Water Lilies and Water Lily Pond. Discuss with children using artistic language Provide images of urban landscapes, eg city skyline, and use pencil skills to explore techniques of creating lines, dots and hatching etc. Introduce concept of perspective ie the further away an object is the smaller it is Use this understanding to create an accurate skyline</p>	<p>Pencil Sketch Create Landscape Perspective Natural Stimulus Rubbing Technique Monet Urban City skyline</p>

Happy Holidays! DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary	
Reception	In their learning about the ocean and seaside children design and make different boats, exploring different materials and finding the most suitable.			
	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used</p>	<p>Children should be making individual choices about materials, designs, textures etc. through open-ended weekly projects that provide a variety of resources, skills and outcomes will ensure children are able to demonstrate their own thought processes.</p> <p>Children should consistently design, review and edit and lessons can be formatted to support this.</p> <p>Make a pirate hat</p> <p>Design, make and review a boat – using mechanisms</p> <p>Compare materials; explore different materials and their properties; find out which can bend or snap etc; record using graphs/lpads/diagrams. Ø</p> <p>Floating and sinking/make a pirate boat; explore floating and sinking and record findings; design pirate ship based on findings; make a pirate boat and have a race; home learning boat project.</p>	<p>Sea</p> <p>Treasure</p> <p>Ship</p> <p>Boat</p> <p>Float</p> <p>Sink</p> <p>Material</p> <p>Wood</p> <p>Metal</p> <p>Plastic</p> <p>Paper</p> <p>Plan</p> <p>Design</p>	
Year 1/2	Begin to find out about where food comes from and what they might eat on holiday.			
	<p>Begin to understand where food comes from</p> <p>Prepare simple dishes using knowledge of healthy food</p>	<p>Discuss, draw and record each child's favourite meal</p> <p>Discuss whether or not this would be the same around the world & what could change this</p> <p>Draw on children's first-hand experiences of travel and differences in cultures</p> <p>Explore and taste a range of different foods around the world</p> <p>Share produce that could create a healthy salad and discuss how best to prepare and use these ingredients (eg peel/chop/grate)</p> <p>Design their own healthy salad using pictures</p> <p>Make their healthy salad and discuss what they liked/disliked</p>	<p>Dish</p> <p>Fiid</p> <p>Ingredient</p> <p>Grow</p> <p>Seasonal</p> <p>Climate</p> <p>Healthy</p> <p>Temperature</p> <p>Cooking</p> <p>Season</p> <p>Washing</p> <p>Chopping</p> <p>Cutting</p> <p>Farm farming</p>	

Ocean Adventure. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	<p>In their wider topic learning about animals, children explore texture and how materials feel compared to animals. Children use this to create their own representation of animals using materials for texture.</p>		
	<p>Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Look at pictures of animals and details; explore different materials and how they feel in comparison to the animals; create different textures by layering different resources. Split-pin animals; safety of using split pins; use scissors to cut straight lines and curves; explore different materials for joining materials.</p>	<p>Sketch Splat Collage Roll Bend Pinch Drawing Scrunch Tissue paper Fold</p>
Year 1/2	<p>Create an underwater collage using a range of materials including paint.</p>		
	<p>In collage, mix materials to create texture eg coiling, overlapping and montage In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns In painting, mix colours to make secondary colours In painting, add white to make tints and black to make shades In print, use repeat or overlapping shapes (using objects to create print) Use correct artistic vocabulary Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Describe differences and similarities and make links to own work</p>	<p>Use key illustrations from a text and discuss how to replicate certain elements Experiment with different techniques (eg crimping, crumpling, scrunching and ripping) to create seaweed, rocks, fish etc. Mix primary colours to create secondary colours Experiment with adding white and black to different colours, noting that adding white makes colours lighter and black makes colours darker Add white and black to blue to create a sea colourwash Create final product, using techniques best identified during experimentation Discuss final product, using artistic language with groups (eg What did you like about it? Which bit was most tricky? What different techniques did you use?)</p>	<p>Collage Glue Cut Draw Tear Layers Stick Material Thick Thin Colour Primary</p>

Ocean Adventure. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary	
Reception	Children use their learning about animals in their wider topic to design and make with purpose, inspired by stories with animal characters.			
	<p>Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Design and build a house for the three little pigs; explore materials and how they can be manipulated; explore what is strong/weak and what would be the best materials; design/make. Design and build a bridge for the Billy Goats Gruff; explore materials and how they can be manipulated; explore what is strong/weak and what would be the best materials</p>	<p>Design Build Shape Layer Wall Test Strong Weak Thick Thin</p>	
Year 1/2	Use understanding of mechanisms to create moving underwater diorama.			
	<p>Design products for others and themselves that are purposeful, functional and appealing Generate, develop, model and communicate ideas through talking, drawing, templates and ICT Explore and use mechanisms Select from and use a wide range of materials and components according to their characteristics Select from and use a wide range of tools and equipment to perform practical tasks Evaluate own ideas and designs against given design criteria Explore and evaluate a range of existing products</p>	<p>Show a diorama of underwater scenes Discuss how to make a feature move in diorama (so they are not static) Explore using a range of different components (eg levers, spools, string) to make feature move Design the diorama, against the design criteria give Create the diorama and evaluate this against design criteria</p>	<p>Stable Stiffen Strong Rigid Flexible Join Thick Thin Base Roof Equipment Shape Window</p>	<p>Material Design Research Tool cut</p>

Time Travellers Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	Children choose their own resources to make various household items to display and share.		
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Colour mixing using different resources to create leaves; explore colour mixing with paint/chalk/oil paint. Pictures using PVA and glitter Create lanterns with different materials focusing on how to join them; Create flowers using lolly-sticks and tissue paper; create collage pictures as a class (encouraging children to work together). Ø Make stained glass windows. Make tissue paper flowers Design cakes; design outfits from different family celebrations	Chalk Paint Artist Tissue paper Scrunch Roll Collage Splat Design Join Product Display
Year 1/2	Use clay to design and create a Victorian House Hold Item		
	Learn about the Victorian Era and time of inventions and revolution Learn about features of daily life that became easier in the Victorian era In sculpture, create and combine shapes to make recognisable shapes Use range of tools to make lines of different lengths/thickness and show pattern using dots and lines Use correct artistic vocabulary Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Describe differences and similarities and make links to own work	Look at images of different sculptures relating to time period and discuss what a sculpture is Examine the work of a famous sculpture Using historical knowledge, decide what sculpture to create (eg candle holder, pipe, lamp, vase, etc) Using own choice of media, design and draw sculpture Discuss this design with peers to reflect on how the current design will reflect historical aspect Create the sculpture using clay display final piece to group	Clay Mould Shape Slip Join Hatch Score Texture Tool Line Mark Smooth Rough

Time Travellers DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	Use clay to design and create a clay tile		
	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p>	<p>Allow exploration of different malleable material such as playdough, salt dough, types of clay</p> <p>Explore how to create different marks and textures using a variety of tools and through open ended resources</p> <p>Design and make own clay tile with own pattern and design.</p> <p>Make a class tiled display</p>	<p>Clay</p> <p>Mould</p> <p>Shape</p> <p>Slip</p> <p>Join</p> <p>Hatch</p> <p>Score</p> <p>Texture</p> <p>Tool</p> <p>Line</p> <p>Mark</p> <p>Smooth</p> <p>Rough</p>
Year 1/2	Research, design and make a product for others, using given design criteria.		
	<p>Learn about Victorian era and important inventions</p> <p>Learn about Thomas Edison and in invention of the Light Bulb</p> <p>Learn about simple circuits and how you can include them in a product</p> <p>Design products for others and themselves that are purposeful, functional and appealing</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</p> <p>Select from and use a wide range of materials and components according to their characteristics</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks</p> <p>Evaluate own ideas and designs against given design criteria</p> <p>Explore and evaluate a range of existing products</p>	<p>Look at a range of products and discuss. What is inside? How are things organised? How is it useful for a user eg light, portable?</p> <p>List qualities and discuss how they could design and make their own product given criteria eg it must be light, portable, easy to open, organised into sections</p> <p>Communicate ideas in a range of ways eg drawings, labelled diagrams</p> <p>Decide on materials to create a prototype product</p> <p>Discuss best way to strengthen materials to ensure design is robust</p> <p>Select from and use materials and components to make their product, evaluating and adapting throughout</p>	<p>Research</p> <p>Product</p> <p>Material</p> <p>Design</p> <p>Stiffen</p> <p>Purpose</p> <p>Communicate</p> <p>Drawing</p> <p>Diagram</p> <p>Stabilise</p> <p>Tools</p> <p>Construct</p> <p>Make</p> <p>Build</p> <p>Strengthen</p>

Location, Location, Location. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	Design and make own print using repeating patterns. Explore how to make prints in a variety of ways through open ended resources		
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills. 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	Through open ended activities children develop their understanding of different patterns Children use and choose a variety of resources to create a pattern – both in the natural world and in man made resources and items Find and look at examples of patterns and use to copy to make own Design own repeating pattern with shapes and lines Collect own resources to make a simple print using paint	Print Shape Pattern Repeat First Next Press Result Improve
Year 1/2	Use print to recreate a traditional Australian Aboriginal pattern		
	In print, use repeat or overlapping shapes (using objects) to create print Talk about the work of a range of artists, craft makers and designers	Experiment with print using paint and different materials (eg sponges, leaves, shapes) Experiment with overlapping shapes to create a repeating pattern (eg use aboriginal artwork of final product) Choose image from story to create using print Using different materials already practised with, explore how best to achieve this image Create the final product	Shapes Print Score Craft Pattern Image Repeat Overlap Effect Improve Refine Press

Location, Location, Location. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary	
Reception	Through open ended exploration children develop their understanding of what materials to use for a certain purpose. Children design and make an item for a character or teddy going on an adventure			
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills. 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	Through open ended activity explore properties of different materials and what they could be used for. Develop planning and designing skills to plan with purpose and create a finished item through projects such as: Make a hat for a character or teddy going on an adventure Make and pack a suitcase for a character from a story going on their travels	Plan Think Design Purpose Travel Purpose Need Important Property Strength Weakness	
Year 1/2	Use textiles to stitch holiday clothing.			
	In textiles, weave and join materials using glue or stitch Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Use correct artistic vocabulary Describe differences and similarities and make links to own work	Consider type of clothing that is needed for different holidays/travel (What would you pack if you were going somewhere hot versus somewhere cold?) Analyse how own clothes are made/materials used and the type of stitching Using swatches of materials, practise the basic running stitch Look at different famous clothes designers and design items of clothing for purpose eg their favourite teddy (or the teacher's favourite teddy), explorer bear, etc Make this item of clothing and evaluate effectiveness once complete Celebrate and critique during a fashion show and link their designs to work of a famous designer	Clothing Purpose Audience Materials Purpose Property Strength Weakness Stitch Sew Join	Needle Thread Running Design Clothing Effectiveness Evaluate Critique designer

6. Learning Sequences Key Stage 2

Wonderful Water. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Develop drawing techniques when designing their product (see D&T).		
	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection</p> <p>In digital media, use a range of tools to create images, video and sound recordings</p> <p>Use a range of artistic vocabulary to discuss and evaluate work</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p> <p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>	<p>Recap drawing skills to date</p> <p>Discuss brief of creating packaging/branding for product made in D&T</p> <p>Look at examples of real products' branding and evaluate using artistic language</p> <p>Using real examples as inspiration, children work to create branding for product using range of pencils</p> <p>Translate this work into digital media, using chosen hardware/software to recreate image</p> <p>Use video and sound to create short ad for product, focusing on aesthetic qualities of branding to support key message</p>	<p>Draw</p> <p>Drawing</p> <p>Technique</p> <p>Eye-catching</p> <p>Convey</p> <p>Media</p> <p>Colourful</p> <p>Imagery</p> <p>Recording</p> <p>Audience</p> <p>Purposes</p> <p>Images</p> <p>Expression</p>

Wonderful Water. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Design a product that reuses plastic and/or a water filter for a developing country.		
	<p>Take risks to become innovative and resourceful</p> <p>Communicate, generate and develop ideas using a range of strategies</p> <p>Use research to inform design and develop design criteria</p> <p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p> <p>Evaluate and own and others' work, suggesting improvements</p> <p>and consider the views of others to improve their work</p> <p>Investigate a range of existing products in a range of relevant contexts</p>	<p>Investigate a range of products eg item made from recycled plastic or a water filter</p> <p>Explain that children are going to design and make a product linked water pollution eg it could be a simple water filter for developing country</p> <p>Research products to generate design criteria</p> <p>Communicate design in a range of ways and using a range of strategies Using chosen materials, tools and components, make, test, evaluate and adapt prototype of product</p> <p>Create final product (links to Art)</p> <p>Children could sell these to parents etc. to raise money for charity eg Water Aid</p>	<p>Material</p> <p>Component</p> <p>Appealing</p> <p>Purposeful</p> <p>Aesthetic</p> <p>Product</p> <p>Functional</p> <p>Plastic</p> <p>Marketable</p> <p>Effectiveness</p> <p>Criteria</p> <p>Branding</p>

Raid, Invade, Stayed! Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Follow the artistic process to create Viking pottery		
	<p>Use a range of artistic vocabulary to discuss and evaluate work</p> <p>In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p> <p>Draw on work of other artists for inspiration and begin to emulate their style</p>	<p>Share images of Viking vases, pots and urns and appraise. What do you think they were made of? What images do they depict? What do the images tell us about Viking life?</p> <p>Using range of pencils, children emulate some of the patterns and images on vases, keeping true colours where possible</p> <p>Use these ideas, captured in sketchbooks, to plan own image/pattern for a piece of Viking pottery</p> <p>Experiment with modelling clay using range of tools (rolling pins, spatulas, blunt knives) and techniques (pinch pots and coiling)</p> <p>Develop techniques to create basic shape for pottery then pinch lip of pot and add handles (remembering to score lines into clay to ensure it attaches properly)</p> <p>Once dry, use paint to add pattern and image</p>	<p>Clay</p> <p>Pottery</p> <p>Design</p> <p>Join</p> <p>Score</p> <p>Line</p> <p>Slip</p> <p>Smooth</p> <p>Shape</p> <p>Patterns</p> <p>Vase</p> <p>Model</p> <p>Roll</p> <p>Spatula</p> <p>Blunt</p> <p>Pinch pot</p> <p>Coiling</p> <p>Lip</p> <p>Handles</p> <p>Attach</p>

Raid, Invade, Stayed! DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Research features of, design and create a construction including hydraulic feature		
	<p>Select from and use a wide range of tools, equipment, materials and components accurately</p> <p>Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work</p> <p>Communicate ideas using different strategies</p> <p>Use research to inform design</p> <p>Take risks to become innovative and resourceful</p>	<p>Compare different types of chosen construction eg Viking long boats such as warship (langskip) and merchant ship (knorr)</p> <p>Record the differences/similarities (eg streamlined structure, length of ship, size of sail, number of oars)</p> <p>Provide the challenge of creating the most fit for purpose construction eg fastest Viking longship</p> <p>Create design criteria for construction with focus on key feature eg speed/streamlined</p> <p>Use different materials to create the construction (wood, dowel, card etc)</p> <p>Test the different constructions (adapting as necessary) and record finding</p> <p>Evaluate materials used that were most successful and explain why</p>	<p>Research</p> <p>Sail</p> <p>Design</p> <p>Features</p> <p>Criteria</p> <p>Streamlined</p> <p>Mast</p> <p>Evaluate</p> <p>Improvements</p> <p>Oars</p> <p>Slender</p> <p>Accurate</p> <p>Functional</p> <p>Communicate</p> <p>Annotate</p> <p>Buoyant</p> <p>Suggestion</p>

On Top of the World. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Use mosaics in collage to create a mountainous landscape		
	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection</p> <p>In collage, use mosaic and montage</p> <p>Use a range of artistic vocabulary to discuss and evaluate work</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p> <p>Draw on work of other artists for inspiration and begin to emulate their style</p>	<p>Look at and discuss examples of Roman mosaics. What do children notice about the subject matter? What about the colours? Where did the Romans have mosaics?</p> <p>Emulate some simple mosaic designs using pencils and capture the process in sketchbooks</p> <p>Experiment with mosaics made from different materials to make simple patterns and pictures eg tiles, paper, Lego</p> <p>Drawing on real examples for inspiration, design own mosaic of mountainous landscape and create this with tiles of different materials, eg ceramic, glass, paper</p> <p>Show awareness of detail by selecting appropriate colour palette and by cutting mosaics to appropriate size for detail</p> <p>Discuss own and others' work suggesting improvements</p>	<p>Roman</p> <p>Mosaics</p> <p>Colour choice</p> <p>Colour palette</p> <p>Subject</p> <p>Designs</p> <p>Process</p> <p>Materials</p> <p>Pattern</p> <p>Tiles</p> <p>Inspiration</p> <p>Landscape</p> <p>Ceramic</p> <p>Glass</p> <p>Detail</p> <p>Size</p>

On Top of the World. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Use textiles to develop sewing skills.		
	<p>Create sketchbooks to record and revisit observations In textiles, use basic cross and back stitch Use a range of artistic vocabulary to discuss and evaluate work Apply art and design techniques with creativity, experimentation and increasing awareness Draw on work of other artists for inspiration and begin to emulate their style Know about great artists, architects and designers and how their art/design reflected and shaped our history and contributed to the culture of our nation</p>	<p>Discuss kinds of clothes that mountaineers may need, i.e. waterproof, insulated etc. Handle real examples of clothes, examining the stitching used and how the material fits together Investigate simple clothing patterns and how the different elements fit together Recap basics of measuring, matching thread and material colour and threading a needle etc. Using swatches of off-cut materials, children practise a basic running stitch Introduce children to other types of stitch eg cross-stitch, back-stitch, basting stitch and allow children to practise Demonstrate when each stitch is most appropriate With link to making clothes, research the work of a famous designer and the process of designing and making clothes</p>	<p>Textiles Traditional Designer Modern Running-stitch Cross-stitch Expression Impact Inspiration Emulate Unique Style</p>

Ancient Time DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	To design and re-create a tomb using electronics for an alarm		
	<p>Communicate, generate and develop ideas drawing on other disciplines</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <p>Construct more complex structures by applying a range of strategies</p> <p>Making connections to real/relevant problems, apply understanding of a wider range of mechanical systems</p> <p>Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program, monitor and control products</p> <p>According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Generate own design criteria and critique ideas and products against these</p>	<p>Discuss what we mean by 'educational products' for children and how these can help children understand something better</p> <p>Explain that children are going to design and make an educational product based on mummification and burial that looks attractive and is functional</p> <p>Children research real products eg 3D sets of plastic teeth used to teach children about oral hygiene, 3D model of human body with organs that can be removed</p> <p>Draw on these ideas to design own product, considering ways to make it as interactive as possible eg a sarcophagus that opens, layers of cloth to peel off figure to reveal amulets</p> <p>Communicate design in a range of ways, taking constructive feedback from peers</p> <p>Select from range of tools, materials and components to make their product, adapting as they go</p> <p>Share product with other children to demonstrate its value as an educational tool</p>	<p>Educational product</p> <p>Design</p> <p>Mummification</p> <p>Burial</p> <p>Attractive</p> <p>Functional</p> <p>Research</p> <p>3D</p> <p>Teach</p> <p>Idea</p> <p>Consider</p> <p>Interactive</p> <p>Feedback</p> <p>Tools</p> <p>Materials</p> <p>Components</p> <p>Adapting</p> <p>Electronics</p> <p>Alarm</p> <p>Re-create</p>

Wild, Wild Word. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Use digital media to enhance their representation of a natural disaster		
	<p>Enhance digital media by editing sound, video, still images and instillations</p> <p>Capture the artistic process in sketchbooks</p> <p>Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works</p> <p>Improve mastery of art and design techniques with a wide range of materials</p> <p>Communicate ideas and comment on artworks using artistic language</p>	<p>Examine photographs/depictions of volcanoes erupting etc. and comment on them in terms of perspective, colours, content etc.</p> <p>Gather images relating to natural disasters in sketchbooks and critique these using artistic language</p> <p>Use sound, video and photographs to create a montage about chosen natural disaster</p> <p>Consider how to manipulate sound, images and movement to best effect</p> <p>Research other artists who use photography etc. to capture the world around them</p> <p>Evaluate their work and own work</p>	<p>Express</p> <p>Convey</p> <p>Meaning</p> <p>Communicate</p> <p>Expression</p> <p>Emulate</p> <p>Enhance</p> <p>Mastery</p> <p>Convey</p> <p>Digital</p> <p>Unique</p> <p>Style</p> <p>Audience</p> <p>Evaluate</p> <p>Media</p>

Wild, Wild Word. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Research structure of earthquake-proof buildings and use this to design a prototype		
	<p>Communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Construct more complex structures by applying a range of strategies in order to solve real/relevant problems</p> <p>According to their functional properties and aesthetic properties, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts</p> <p>Understand how key events & individuals in D&T helped to shape the world</p>	<p>Choosing an earthquake-prone location in the world, research the structure of buildings there. How are they designed and built to withstand tremors?</p> <p>Explore and discuss potential link between economics and quality of buildings</p> <p>Using exploded diagrams (technical drawing showing assembly of parts) and cross-sections, children communicate their findings which in turn will inform their design</p> <p>Set challenge of designing an earthquake-proof structure using real design criteria</p> <p>Children consider which materials, tools and components would be best for their prototype</p> <p>Work together to design and build the structure, evaluating and adapting throughout the process</p> <p>Once built, 'test' each group's design by shaking violently! Whose model is still standing afterwards and why?</p> <p>Investigate architects and engineers who are involved in the design of earthquake-proof buildings, considering their impact on the world</p>	<p>Research</p> <p>Reinforce</p> <p>Structure</p> <p>Withstand</p> <p>Designing</p> <p>Accuracy</p> <p>Strength</p> <p>Evaluate</p> <p>Process</p> <p>Influence</p> <p>Stability</p> <p>Aesthetic</p>

The Land that Time Forgot. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Develop printing skills to create a representation of early civilisation.		
	<p>Capture artistic process in sketchbook In print, make printing blocks eg from coiled spring on card to create repeated pattern Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works Improve mastery of art and design techniques with a wide range of materials Communicate ideas and comment on artworks using artistic language</p>	<p>Examine images of Mayan art including wood/ivory carvings, weaving and brass casting Children comment on subject matter (animals, gods and people) - what do they notice? Critique and discuss using artistic language Collect examples and try to emulate images with pencils, capturing the process in sketchbooks Consider how they create own art piece using printing eg inspired by Mayan civilisation Develop skill of making own printing blocks eg using string or card– how could this emulate the designs/images they see? Design and make own art using printing, reflecting life at that time Research famous artists from other countries/periods who used printing eg Katsushika Hokusai from Edo period in Japan</p>	<p>Print Printing Press Representation Carve Score Weave Subject matter Critique Emulate Ink Paint Process Printing block Design image Reflect Artist</p>

The Land that Time Forgot. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Prepare and cook a variety of dishes, drawing on South American culture.		
	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Consider types of farming/agriculture related to various regions of the world and research these</p> <p>Can they spot any patterns eg fishing around coastal areas, crops in large, rural areas?</p> <p>Discuss which produce is grown, processed, reared or caught by sorting food types</p> <p>Explain why ingredients chosen and which area they reflect</p> <p>Identify any obstacles/changes to farming and explain reasons for this eg moves towards local produce, decrease in intense farming, the rise of veganism</p> <p>Children discuss and research typical dishes from countries within South America drawing on their own experiences where relevant</p> <p>Collect images and recipes based on this</p> <p>Discuss the kinds of foods/ingredients used and the reasons for using these eg adding flavour/spice</p> <p>Children design own dish using South America influence</p> <p>Decide on list of ingredients and utensils required</p> <p>Prepare dish using a range of skills eg cutting, slicing, dicing</p> <p>Cook dish, paying close attention to health and safety in a kitchen</p> <p>Sample dish and evaluate, considering improvements and taking on feedback</p>	<p>Prepare</p> <p>Cook</p> <p>Recipe</p> <p>Ingredients</p> <p>Variety</p> <p>Dish</p> <p>Culture</p> <p>Cuisine</p> <p>Farming</p> <p>Agriculture</p> <p>Region</p> <p>Crops</p> <p>Produce</p> <p>Grown</p> <p>Processed</p> <p>Reared</p> <p>Caught</p> <p>Food types</p> <p>Favour</p> <p>Spice</p> <p>Influence</p> <p>Utensils</p> <p>Process</p> <p>Cutting</p> <p>Slicing</p> <p>Dicing</p> <p>Kitchen</p> <p>Safety</p> <p>Sample</p> <p>Evaluate</p>

Magical Mystery Tour. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	<p>Develop their personal style in drawing and painting, using watercolours to suggest mood. Using life as a miner in the 1800s as inspiration, create an illustration that creates mood and atmosphere.</p>		
	<p>In drawing be able to use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>In painting be able to use watercolours to suggest mood</p> <p>Develop and capture the artistic process of creating a painting in sketchbooks</p> <p>Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works</p> <p>Improve mastery of art and design techniques with a wide range of materials</p> <p>Develop understanding of how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>	<p>Using a mystery picture book eg <i>Tuesday</i>, as a stimulus, consider how illustrations convey mood and atmosphere</p> <p>Comment on colours and subject matter using artistic language</p> <p>Select an image or images to critique and capture this in sketchbooks</p> <p>Using images for inspiration, selecting from a range of artists, try to emulate using range of pencils</p> <p>Using paint, emulate chosen image, focusing on mixing colours and colour washes for backgrounds</p> <p>Improve mastery of techniques by using correct brush/technique for the job eg small brushes for detail</p> <p>Display final piece in class gallery</p>	<p>Watercolour</p> <p>Evaluation</p> <p>Mood</p> <p>Suggestion</p> <p>Technique</p> <p>Recreate</p> <p>Inspiration</p> <p>Variety</p> <p>Atmosphere</p> <p>Emulate</p> <p>Communicate</p> <p>Individual</p>

Magical Mystery Tour. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Use electrical or mechanical systems to design and make a souvenir linked to their local area. Provide showcase of souvenirs in class museum at end of topic.		
	<p>Communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Communicate, generate and develop ideas drawing on other disciplines</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <p>Making connections to real and relevant problems, apply understanding of electrical systems</p> <p>Making connections to real and relevant problems, apply understanding of mechanical systems</p> <p>According to their functional properties and aesthetic properties, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Generate own design criteria and evaluate ideas and products against these</p> <p>Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts</p> <p>Understand how key events and individuals in D&T helped to shape the world</p>	<p>Build on learning being developed during History topic about the local area and deep dive into mining and caphouse colliery</p> <p>Discuss with children what is meant by a 'souvenir'- do they have any at home? Share examples</p> <p>Explain that children are going to design a souvenir that represents their local area. Collate ideas – what would be appropriate?</p> <p>Share design criteria: the product should incorporate an electrical system or mechanism</p> <p>Recap what children already know about electrical circuits and mechanisms, drawing out ideas</p> <p>Research products that use electrical/mechanical systems</p> <p>Experiment with systems to formulate ideas for design</p> <p>Communicate their ideas in a range of ways eg design board supported by diagrams, sample materials</p> <p>Make their product prototype, focusing on functionality</p> <p>Evaluate and adapt throughout process</p> <p>Create their final souvenir, paying particular attention to aesthetics</p>	<p>Mechanical</p> <p>Portrayal</p> <p>Aesthetic</p> <p>Purposeful</p> <p>Iterative</p> <p>Systems</p> <p>Further</p> <p>Appearance</p> <p>Appealing</p> <p>Process</p> <p>Electrical</p> <p>Element</p> <p>Functionality</p> <p>Appropriate</p> <p>Criteria</p>

Lost in the Jungle. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Use a range of natural materials eg leaves and bark to create prints.		
	<p>Build up a record of observations and prints in a sketch book In print learn how to roll, press, rub and stamp to recreate print from the environment In collage be able to consider the effect of chosen materials and technique Use and apply art and design techniques and improve control and use of materials Use range of artistic vocabulary to discuss and evaluate work Evaluate work of some artists and analyse creative works</p>	<p>Recap printing skills and which tools/materials/media can be used Explore images of rainforests and discuss shapes, lines and textures Use natural materials to create different effects and prints Use these and other materials to create a mixed-media image of the rainforest, focusing on different layers, fauna and flora Discuss and evaluate final product using artistic language</p>	<p>Natural Material Roll Press Rub Stamp Print Recreate Sketch Capture Pattern Shade Technique Process Product Primary Secondary</p>

Lost in the Jungle. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	<p>Children will develop their understanding of table structures by designing and making a hide suitable for the rainforest.</p>		
	<p>Be able to select from and use a wide range of tools, equipment, materials and components accurately Develop and apply an understanding of how to strengthen, stiffen and reinforce structures Be able to evaluate own ideas and designs against given design criteria and consider the views of others to improve their work Be able to communicate ideas using different strategies Use research to inform design Take risks to become innovative and resourceful</p>	<p>Challenge – to build a hide suitable for the jungle Share design criteria with children and research a range of existing shelters and/or images of hides/dens Children discuss how their design could match the design criteria Communicate design in a variety of ways eg talking, drawing, diagrams, ICT Where possible, build their hides/den, evaluating and adapting throughout the process Focus on specific skills eg cutting, sawing, tying knots Encourage children to be resourceful when working with a limited range of materials and tools</p>	<p>Research Communicate Strategy Innovative Adapt Resourceful Shelter Functional Stabilise Design criteria Reinforce Components Construct Purposeful Evaluate</p>

Law and Disorder. Art Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Children will develop their drawing and sketching skills by creating sketched illustrations for a Crime and Punishment Text		
	<p>Build up captures of the artistic process in sketchbook When drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists Be able to use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works Improve own mastery of art and design techniques with a wide range of materials Develop an understanding of how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language</p>	<p>Examine the illustrations from a range of children's history books and discuss their features and why they are appealing to children Emulate chosen examples in sketchbooks using a range of pencils Considering theme of crime and punishment, encourage children to consider own illustrations to accompany their writing Capturing process in sketchbooks, children create own illustrations to depict crime and punishment across different eras Further research the work of illustrators, eg Martin Brown and understand their contribution to children's texts</p>	<p>Express Convey Meaning Communicate Emulate Enhance Mastery Illustration Unique Style Audience Evaluate Expression</p>

Law and Disorder. DT Learning Sequence

	Knowledge and Skills	Learning Sequence	Vocabulary
	Children will research interactive children's books and use this to design and make own children's book with moving parts about Crime and Punishment.		
	<p>Be able to communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Be able to communicate, generate and develop ideas drawing on other disciplines</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <p>According to their functional properties and aesthetic properties select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Generate own design criteria and evaluate ideas and products against these</p> <p>Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts</p> <p>Understand how key events and individuals in D&T helped to shape the world</p>	<p>Explore a range of interactive children's books eg lift the flap, pop-up, books that incorporate tactile element</p> <p>Comment on target audience and features of these books</p> <p>Decide which elements/mechanisms would be most appropriate for their book</p> <p>Experiment with different elements and mechanisms, considering how these would fit design</p> <p>Design cover and/or page for interactive books, communicating design in a range of ways</p> <p>Use range of materials to create prototype, focusing on aesthetics and functionality</p> <p>Evaluate and adapt throughout process to create final version</p> <p>Trial book with 'real' audience, collating feedback from others</p>	<p>Research</p> <p>Interaction</p> <p>Educational</p> <p>Alternatives</p> <p>Moveable</p> <p>Designing</p> <p>Mechanism</p> <p>Engaging</p> <p>Device</p> <p>Storyboard</p> <p>Process</p> <p>Pop-up</p> <p>Participation</p> <p>Texture</p> <p>Three-dimensional</p>

7. Progression of Skills

	R	Y1	Y2	Y3	Y4	Y5/6
ART KNOWLEDGE	Enjoy using a variety of media and show interest in using these in own creative play	Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art?	Can they link colours to natural and man-made objects? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	Can they compare the work of different artists? Can they explore work from other cultures? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?	Can they experiment with different styles which artists have used? Can they explain art from other periods of history?	Y5 Can they experiment with different styles that artists have used? Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information? Y6 Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?

<p>Drawing SKILLS</p>	<p>Produce lines of different thickness and tone using pencil. -Start to produce different patterns and textures from observation and illustrations.</p>	<p>Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p>	<p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?</p>	<p>Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p>	<p>Y5 Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with? Y6 Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques?</p>
<p>Painting SKILLS</p>	<p>-Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. -Explore working with paint on different surfaces and in different ways i.e. coloured, size and shaped paper.</p>	<p>Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate?</p>	<p>Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black?</p>	<p>Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash?</p>	<p>Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?</p>	<p>Y5 Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches?</p>

		<p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p>		<p>Can they use a range of brushes to create different effects?</p>		<p>Y6</p> <p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
Sculpture SKILLS	<p>Cut shapes using scissors and other modelling tools</p> <p>Build a construction/sculpture using a variety of objects for example recycled, natural and man-made materials.</p>	<p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll and coil materials such as clay, dough or plasticine?</p>	<p>Can they make a clay pot?</p> <p>Can they join two finger pots together?</p> <p>Can they add line and shape to their work?</p> <p>Can they join fabric using glue?</p> <p>Can they sew fabrics together?</p> <p>Can they create part of a class patchwork?</p>	<p>Can they add onto their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop-ups?</p> <p>Can they use more than one type of stitch?</p> <p>Can they join fabric together to form a quilt using padding?</p> <p>Can they use sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Y5</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Y6</p> <p>Can they create models on a range of scales?</p> <p>Can they create work which is open to interpretation by the audience?</p> <p>Can they include both visual and</p>

						tactile elements in their work?
Printing SKILLS	<p>Know how to create a repeating pattern in print;</p> <p>Be able to create rubbings (from a print or textured surface);</p>	<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>	<p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p>	<p>Can they make a printing block?</p> <p>Can they make a 2 colour print?</p>	<p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p>	<p>Y5</p> <p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p> <p>Can they print onto different materials?</p> <p>Y6</p> <p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
Collage SKILLS	<p>Safely use and explore a variety of materials, tools and techniques.</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>	<p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p>	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Y5</p> <p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities?</p> <p>Y6</p>

			Can they use repeated patterns in their collage?			Can they justify the materials they have chosen? Can they combine pattern, tone and shape?
IT SKILLS	Share their creations on the computer explaining the process they have used.	Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they create a picture independently? Can they use simple IT mark-making tools, e.g. brush and pen tools? Can they edit their own work? Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?	Can they use the printed images they take with a digital camera and combine them with other media to produce art work? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they use the internet to research an artists or style of art?	Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?	Y5 Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. Can they create digital images with animation, video and sound to communicate their ideas. Y6 Do they use software packages to create pieces of digital art?

						Can they create a piece of art which can be used as part of a wider presentation?
SKETCHBOOK SKILLS	To talk, create and explain what they plan to create and why.	Can they begin to demonstrate their ideas through photographs and in their sketch books?	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books?	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?	Y5 Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Y6 Do their sketch books contain detailed notes and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books?

						Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
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Process	Developing, planning and communication	Working with equipment	Evaluating processes and products
R	Make use of props and materials when role playing characters in narratives and stories.	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
Y1	Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?	Can they explain what they are making? Which tools are they using?	Can they describe how something works? Can they talk about their own work and things that other people have done?
Y2	Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?	Can they join things (materials/ components) together in different ways?	What went well with their work? If they did it again, what would they want to improve?
Y3	Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan?	Can they use equipment and tools accurately?	What did they change which made their design even better?
Y4	Can they come up with at least one idea about how to create their product?	Can they tell if their finished product is going to be good quality?	Have they thought of how they will check if their design is successful?

	<p>Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design?</p>	<p>Are they conscience of the need to produce something that will be liked by others? Can they show a good level of expertise when using a range of tools and equipment?</p>	<p>Can they begin to explain how they can improve their original design? Can they evaluate their product, thinking of both appearance and the way it works?</p>
Y5	<p>Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p>	<p>Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly?</p>	<p>Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria</p>
Y6	<p>Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs?</p>	<p>Can they use tools and materials precisely? Do they change the way they are working if needed?</p>	<p>How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better?</p>

DT Skills

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Cooking and Nutrition</p>		<p>Can they cut food safely?</p> <p>Can they describe the texture of foods?</p> <p>Do they wash their hands and make sure that surfaces are clean?</p> <p>Can they think of interesting ways of decorating food they have made, e.g. cakes?</p>	<p>Can they describe the properties of the ingredients they are using?</p> <p>Can they explain what it means to be hygienic?</p> <p>Are they hygienic in the kitchen?</p>	<p>Can they choose the right ingredients for a product?</p> <p>Can they use equipment safely?</p> <p>Can they make sure that their product looks attractive?</p> <p>Can they describe how their combined ingredients come together?</p> <p>Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</p>	<p>Do they know what to do to be hygienic and safe?</p> <p>Have they thought what they can do to present their product in an interesting way?</p>	<p>Can they describe what they do to be both hygienic and safe?</p> <p>How have they presented their product well?</p>	<p>Can they explain how their product should be stored with reasons?</p> <p>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</p>
<p>Textiles</p>		<p>Can they describe how different textiles feel?</p>	<p>Can they measure textiles?</p> <p>Can they join textiles together</p>	<p>Can they join textiles of different types in different ways?</p>	<p>Do they think what the user would want when choosing textiles?</p>	<p>Textiles</p> <p>Do they think what the user would want when</p>	<p>Textiles</p> <p>Have they thought about how their</p>

		Can they make a product from textile by gluing?	to make something? Can they cut textiles? Can they explain why they chose a certain textile?	Can they choose textiles both for their appearance and also qualities?	Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?	choosing textiles? How have they made their product attractive and strong? Can they make up a prototype first? Can they use a range of joining techniques?	product could be sold? Have they given considered thought about what would improve their product even more?
Electrical and Mechanical components		Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?	Can they join materials together as part of a moving product? Can they add some kind of design to their product?	Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components?	Can they add things to their circuits? How have they altered their product after checking it? Are they confident about trying out new and different ideas?	Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?	Can they use different kinds of circuits in their product? Can they think of ways in which adding a circuit would improve their product?
Stiff and flexible sheet materials		Use of materials Can they make a structure/model using different materials?	Use of materials Can they measure materials to use	Stiff and flexible sheet materials	Stiff and flexible sheet materials Can they measure	Stiff and flexible sheet materials Are their measurements	Stiff and flexible sheet materials Can they justify why they

		<p>Is their work tidy? Can they make their model stronger if it needs to be?</p>	<p>in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make materials stronger?</p>	<p>Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials?</p>	<p>carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong?</p>	<p>accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose?</p>	<p>selected specific materials? Can they work within a budget? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product?</p>
<p>Mouldable materials and construction</p>		<p>Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</p>	<p>sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?</p>	<p>Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques?</p>	<p>Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked?</p>	<p>Are they motivated enough to refine and improve their product? Do they persevere through different stages of the making process?</p>	<p>Did they consider the use of the product when selecting materials? Does their product meet all design criteria?</p>