



# ART and DT

## Theological Underpinning:

Spiritual growth and development: some of the big questions asked	Biblical references offering insight	Theological underpinning – why is this subject important to us as Christians?
<ul style="list-style-type: none"> <li>• How do Art and Design enrich each of us and our world?</li> <li>• What contributes to the development of one's unique perspective?</li> <li>• What do realistic and abstract representations offer to us in different ways? How do they help us to understand the world?</li> <li>• Why do we perceive beauty in some things and not in others?</li> <li>• What does art teach us about value, worth and wealth?</li> </ul>	<ul style="list-style-type: none"> <li>• 'And God saw that it was good'. Genesis 1</li> <li>• 'Do nothing from selfish ambition or deceit, but in humility regard others as better than yourselves' Philippians 2:3</li> <li>• 'All worshipers of images are put to shame, those who make their boast in worthless idols; all gods bow down before him.' Psalm 97 v7</li> <li>• 'Since we are God's offspring, we ought not to think that the deity is like gold, or silver, or stone, an image formed by the art and imagination of mortals.' Acts 17:29</li> <li>• 'And he gave skill to human beings that he might be glorified in his marvellous works.' Sirach 38:6</li> </ul>	<p>We all have God-given talents – our expression of these is necessarily different. Christians should appreciate and accept others, respecting creativity and achievement without overlooking flaws. It feels natural to celebrate God and his world through artistic expression, yet this is problematic in the Bible. Those who worship false idols, or who presume to know the likeness of God find their works torn down. More often than not, the doubts around 'art' in the Bible are due to the associations with shows of wealth and status. The true artist does not seek to curry favour or approval, but finds a path to personal expression which is singular and individual, much like faith. Art and Design can show a deep appreciation for the world around us, including the built environment. Art can also transcend spoken and written language to highlight injustices and call people to take action.</p>

# Creative Arts Intent, Implementation and Impact

At St Georges, we want our children to love creative arts! We want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. Our Creative Arts curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. As pupils progress, they should gain a deeper understanding of how Art and Design reflects and shapes our history, and how it contributes to the culture, creativity and wealth of our world. We want to equip our children with not only the minimum statutory requirements of the Art and Design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to use the local area as inspiration, to learn from other cultures and to respect diversity. To that end, we have carefully selected a wide range of unique and diverse artists, craft makers and designers for children to study. As a Christian school, our creative arts curriculum is underpinned by theological questions and Bible references offering insight into the subject.

At St Georges, we aim for children to acquire a range of different creative skills, under drawing, painting and mixed media, that develop each year as children progress through the school. This begins in EYFS. We want them to use their imaginations and experiences to produce creative work. They will develop their powers of observation, and develop the ability to communicate their thoughts, opinions and feelings about their own work and that of others'. They will use their analytical skills to respond knowledgeably to the work of other artists, knowing that there are different kinds of art made for different purposes. Children should also have opportunities to learn about the world in which we live, understanding that art plays a key role in the fabric of our society. Above all, we aim for children to work towards achieving a greater sense of identity and belonging through the arts.

At St Georges, we use Access Art for its curriculum and resources. Every child has a knowledge organiser at the front of their sketchbooks. These knowledge organisers allow children to refer back to key vocabulary when needed, giving them an insight towards what each module will be about. Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Every child is given the opportunity to learn the key skills through the exploration of artists, makers, designers and their work. Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge. Opportunities for children to visit local art galleries and museums are planned for, as well as visits from local artists, extending creativity beyond the school walls. Cross-curricular links are promoted to allow all children to deepen their understanding across all areas of the curriculum. Opportunities to reflect and develop, and self and peer-assessment are planned into each unit of study in KS1 and KS2. To support teaching, staff access a range of CPD, resources and planning, ensuring high levels of teaching, confidence and knowledge are maintained. Our Foundation Subject Assessment Tracker allows us to use data to inform future practice.

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Georges reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. At St Georges, the creative arts are used holistically, allowing children to express themselves, understand their experiences and behaviours, build self-esteem, improve relationships and engage more with the school environment. Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries, we aim to develop our future artists and their appreciation of the art around them.

# EYFS Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception Themes</b> Change depending on cohort of children.	<b><u>Settling In Me and My Family</u></b>	<b><u>Transport/Space</u></b>	<b><u>Traditional Tales</u></b>	<b><u>On the Farm</u></b>	<b><u>Under the Sea</u></b>	<b><u>Healthy Eating and Food</u></b>
<b><u>Expressive Arts and Design</u></b>	Self portraits  Exploring colour – colour mixing  Rhyme/listening games  Exploring instruments and the sounds they make  Role playing home corner – what do our mums and dads do?	Firework art  Building a rocket – 3d shapes  Clay diva lamps  Design a Christmas card  Using colour for a purpose / mixing colours  Melting chocolate / combining to make rice crispy snowball cakes  Nativity rehearsal Music from around the world - BHM	Winter pictures  Building and constructing – Lego  Ice paintings  Small world role play area using props  Building homes for the 3 little pigs	Explain what materials have been used and why  Act out a narrative based on familiar stories  Create a puppet Create character masks	Junk modelling  Build a boat which floats  Using tools to create a healthy salad  Use role play area to re-tell stories  Seaside art  Jelly fish art paper plate  Paper plate fish	Shades of colour / paint mixing  Fruit kebabs / making a fruit salad  Still life painting  Fruit printing  Invent/adapt and recount narratives and stories with peers and teachers.

# Art and DT Whole School Topic Overview

Drawing & Sketchbooks

Print, Colour, Collage

Working in Three Dimensions

Paint, Surface, Texture

Working in Three Dimensions

Collaboration & Community

	Autumn 1 Drawing & Sketchbooks	Autumn 2 Print, Colour, Collage	Spring 1 Working in Three Dimensions	Spring 2 Paint, Surface, Texture	Summer 1 Working in Three Dimensions	Summer 2 Collaboration & Community
<b>Year 1</b>	Spirals	Simple Printmaking	Playful Making	Exploring Watercolour	Making Birds	Inspired by Flora and Fauna
<b>Year 2</b>	Explore & Draw	Exploring the World through Mono Print	Be an Architect	Expressive Painting	Stick Transformation Project	Music & Art
<b>Year 3</b>	Gestural drawing with charcoal	Working with Shape and Colour	Telling Stories through Drawing & Making	Cloth, Thread, Paint	Making Animated Drawings	Using Natural Materials to Make Images
<b>Year 4</b>	Storytelling through Drawing	Exploring Pattern	The Art of Display	Exploring Still Life	Sculpture, Structure, Inventiveness	Festival Feasts
<b>Year 5</b>	Typography & Maps	Making Monotypes	Set Design	Mixed Media Land & City Scapes	Architecture: Dream Big or Small?	Fashion Design
<b>Year 6</b>	2D Drawing to 3D Making	Activism	Brave Colour	Exploring Identity	Take a Seat	Shadow Puppets

Cookery and Nutrition is also taught in each year group as per the topics below:



Eat More Fruit and Vegetables



Perfect Pizzas



Sandwich Snacks



American Food



Bread



Great British Dishes

# Year 1

## AUTUMN TERM 1



### Spirals

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.

[See the Pathway.](#)

## AUTUMN TERM 2



### Simple Printmaking

Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. [See the Pathway.](#)

## SPRING TERM 1



### Playful Making

Exploring materials and intention through a playful approach. [See the Pathway.](#)

## SPRING TERM 2



### Exploring Watercolour

Exploring watercolour and discovering we can use accidental marks to help us make art. [See the Pathway.](#)

## SUMMER TERM 1



### Making Birds

Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. [See the Pathway.](#)

## SUMMER TERM 2

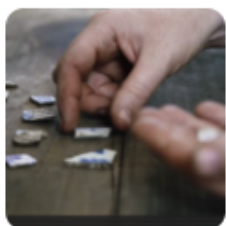


### Inspired by Flora & Fauna

Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. [See the Pathway.](#)

# Year 2

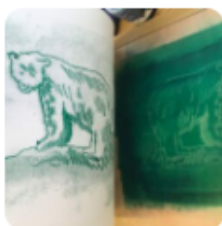
## AUTUMN TERM 1



### Explore & Draw

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. [See the Pathway.](#)

## AUTUMN TERM 2



### Exploring the World Through Mono Print

Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. [See the Pathway.](#)

## SPRING TERM 1



### Be An Architect

Exploring architecture and creating architectural models. [See the Pathway.](#)

## SPRING TERM 2



### Expressive Painting

Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes. [See the Pathway.](#)

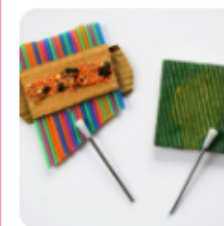
## SUMMER TERM 1



### Stick Transformation Project

Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms. [See the Pathway.](#)

## SUMMER TERM 2

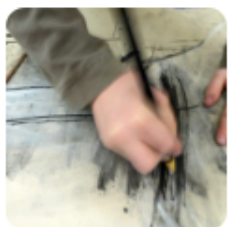


### Music & Art

Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make. [See the Pathway.](#)

# Year 3

## AUTUMN TERM 1



### Gestural Drawing with Charcoal

Making loose, gestural drawings with charcoal, and exploring drama and performance. [See the Pathway.](#)

## AUTUMN TERM 2



### Working with Shape and Colour

"Painting with Scissors": Collage and stencil in response to looking at artwork. [See the Pathway.](#)

## SPRING TERM 1



### Telling Stories Through Drawing & Making

Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. [See the Pathway.](#)

## SPRING TERM 2



### Cloth, Thread, Paint

Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. [See the Pathway.](#)

## SUMMER TERM 1



### Making Animated Drawings

Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. [See the Pathway.](#)

## SUMMER TERM 2



### Using Natural Materials to Make Images

Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype. [See the Pathway.](#)



# Year 4

## AUTUMN TERM 1



### Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. [See the Pathway.](#)

## AUTUMN TERM 2



### Exploring Pattern

Exploring how we can use colour, line and shape to create patterns, including repeating patterns. [See the Pathway.](#)

## SPRING TERM 1



### The Art of Display

Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of "Plinth". [See the Pathway.](#)

## SPRING TERM 2



### Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. [See the Pathway.](#)

## SUMMER TERM 1



### Sculpture, Structure, Inventiveness & Determination

What can artists learn from nature? Nurture personality traits as well as technical skills. [See the Pathway.](#)

## SUMMER TERM 2



### Festival Feasts

Drawing and Making inspired by food. How might we use food and art to bring us together? [See the Pathway.](#)

# Year 5

## AUTUMN TERM 1



### Typography & Maps

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. [See the Pathway.](#)

## AUTUMN TERM 2



### Making Monotypes

Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines. [See the Pathway.](#)

## SPRING TERM 1



### Set Design

Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. [See the Pathway.](#)

## SPRING TERM 2



### Mixed Media Land & City Scapes

Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. [See the Pathway.](#)

## SUMMER TERM 1



### Architecture: Dream Big or Small?

Explore the responsibilities architects have to design us a better world. Make your own architectural model. [See the Pathway.](#)

## SUMMER TERM 2



### Fashion Design

Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. [See the Pathway.](#)

# Year 6

## AUTUMN TERM 1



### 2D Drawing to 3D Making

Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. [See the Pathway.](#)

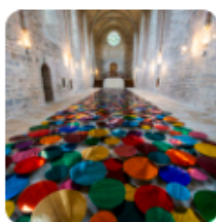
## AUTUMN TERM 2



### Activism

Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. [See the Pathway.](#)

## SPRING TERM 1



### Brave Colour

Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2d or 3d models to share our vision of imagined installations with others. [See the Pathway.](#)

## SPRING TERM 2



### Exploring Identity

Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. [See the Pathway.](#)

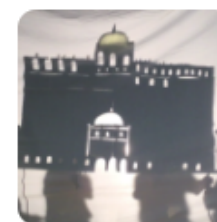
## SUMMER TERM 1



### Take a Seat

Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality. [See the Pathway.](#)

## SUMMER TERM 2



### Shadow Puppets

Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets. [See the Pathway.](#)

Year Group	Overall Art Skills
<p><b>Years 1 and 2</b></p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>
<p><b>Years 3 and 4</b></p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b explore ideas from first-hand observations;</li> <li>c question and make observations about starting points, and respond positively to suggestions;</li> <li>d adapt and refine ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>
<p><b>Years 5 and 6</b></p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a review and revisit ideas in their sketchbooks;</li> <li>b offer feedback using technical vocabulary;</li> <li>c think critically about their art and design work;</li> <li>d use digital technology as sources for developing ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</li> </ul>

## Drawing and Sketchbooks

Year Group	Drawing Skills
<b>Years 1 and 2</b>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a draw lines of varying thickness;</li> <li>b use dots and lines to demonstrate pattern and texture;</li> <li>c use different materials to draw, for example pastels, chalk, felt tips;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>
<b>Years 3 and 4</b>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a experiment with showing line, tone and texture with different hardness of pencils;</li> <li>b use shading to show light and shadow effects;</li> <li>c use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>d show an awareness of space when drawing;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>
<b>Years 5 and 6</b>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>b depict movement and perspective in drawings;</li> <li>c use a variety of tools and select the most appropriate;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>

## Print, Colour and Collage

Year Group	Printing Skills
Years 1 and 2	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy an original print;</li> <li>b use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>
Years 3 and 4	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use more than one colour to layer in a print;</li> <li>b replicate patterns from observations;</li> <li>c make printing blocks;</li> <li>d make repeated patterns with precision;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>
Years 5 and 6	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a design and create printing blocks/tiles;</li> <li>b develop techniques in mono, block and relief printing;</li> <li>c create and arrange accurate patterns;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;</li> </ul>

Year Group	Collage Skills
<p><b>Years 1 and 2</b></p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a combination of materials that have been cut, torn and glued;</li> <li>b sort and arrange materials;</li> <li>c add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>
<p><b>Years 3 and 4</b></p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a select colours and materials to create effect, giving reasons for their choices;</li> <li>b refine work as they go to ensure precision;</li> <li>c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>
<p><b>Years 5 and 6</b></p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background;</li> <li>b create and arrange accurate patterns;</li> <li>c use a range of mixed media;</li> <li>d plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>

## Paint, Surface and Texture

Year Group	Painting Skills
<b>Years 1 and 2</b>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) name the primary and secondary colours;</li> <li>b) experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>c) mix primary colours to make secondary colours;</li> <li>d) add white and black to alter tints and shades;</li> <li>e) use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ol>
<b>Years 3 and 4</b>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>b) mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>c) create different textures and effects with paint;</li> <li>d) use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ol>
<b>Years 5 and 6</b>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) create a colour palette, demonstrating mixing techniques;</li> <li>b) use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>c) use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ol>



Year Group	Texture
<p><b>Years 1 and 2</b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>b) design products that have a purpose and are aimed at an intended user;</li> <li>c) explain how their products will look and work through talking and simple annotated drawings;</li> <li>d) design models using simple computing software;</li> <li>e) plan and test ideas using templates and mock-ups;</li> <li>f) understand and follow simple design criteria;</li> <li>g) work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul>
<p><b>Years 3 and 4</b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify the design features of their products that will appeal to intended customers;</li> <li>b use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>c design innovative and appealing products that have a clear purpose and are aimed at a specific user;</li> <li>d explain how particular parts of their products work;</li> <li>e use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>f when designing, explore different initial ideas before coming up with a final design;</li> <li>g when planning, start to explain their choice of materials and components including function and aesthetics;</li> <li>h test ideas out through using prototypes;</li> <li>i use computer-aided design to develop and communicate their ideas</li> <li>j develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul>
<p><b>Years 5 and 6</b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</li> <li>b use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>c design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</li> <li>d explain how particular parts of their products work;</li> <li>e use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</li> <li>f generate a range of design ideas and clearly communicate final designs;</li> <li>g consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</li> </ul>

## Working in Three Dimensions

Year Group	Construction Skills
<b>Years 1 and 2</b>	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) build simple structures, exploring how they can be made stronger, stiffer and more stable;</li><li>b) talk about and start to understand the simple working characteristics of materials and components;</li><li>c) explore and create products using mechanisms, such as levers, sliders and wheels.</li></ul>
<b>Years 3 and 4</b>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) understand that materials have both functional properties and aesthetic qualities;</li><li>b) apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li><li>c) understand and demonstrate how mechanical and electrical systems have an input and output process;</li><li>d) make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li><li>e) explain how mechanical systems such as levers and linkages create movement;</li><li>f) use mechanical systems in their products.</li></ul>
<b>Years 5 and 6</b>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li><li>b) understand and demonstrate that mechanical and electrical systems have an input, process and output;</li><li>c) explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</li></ul>

## Working in Three Dimensions

Year Group	Make
<b>Years 1 and 2</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>a) with support, follow a simple plan or recipe;</li> <li>b) begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>c) select from a range of materials, textiles and components according to their characteristics;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>d) learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>e) use a range of materials and components, including textiles and food ingredients;</li> <li>f) with help, measure and mark out;</li> <li>g) cut, shape and score materials with some accuracy;</li> <li>h) assemble, join and combine materials, components or ingredients;</li> <li>i) demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>j) manipulate fabrics in simple ways to create the desired effect;</li> <li>k) use a basic running stitch;</li> <li>l) cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>m) begin to use simple finishing techniques to improve the appearance of their product, such as adding</li> <li>n) simple decorations.</li> </ul>
<b>Years 3 and 4</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p>Plan</p> <ul style="list-style-type: none"> <li>a) with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>b) select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>c) place the main stages of making in a systematic order;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>d) learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>e) use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>f) with growing independence, measure and mark out to the nearest cm and millimetre;</li> <li>g) cut, shape and score materials with some degree of accuracy;</li> <li>h) assemble, join and combine material and components with some degree of accuracy;</li> <li>i) demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</li> <li>j) join textiles with an appropriate sewing technique; begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</li> </ul>
<b>Years 5 and 6</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>

	<p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>a independently plan by suggesting what to do next;</li> <li>b with growing confidence, select from a wide range of tools and equipment, explaining their choices;</li> <li>c select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>d create step-by-step plans as a guide to making;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>f independently take exact measurements and mark out, to within 1 millimetre;</li> <li>g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</li> <li>h cut a range of materials with precision and accuracy;</li> <li>i shape and score materials with precision and accuracy;</li> <li>j assemble, join and combine materials and components with accuracy;</li> <li>k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</li> <li>l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</li> </ul>
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Year Group	Evaluate
<b>Years 1 and 2</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria. Children can:</p> <ul style="list-style-type: none"> <li>a explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>b explain positives and things to improve for existing products;</li> <li>c explore what materials products are made from;</li> <li>d talk about their design ideas and what they are making;</li> <li>e as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>f evaluate their products and ideas against their simple design criteria; start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul>
<b>Years 3 and 4</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>b explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>d evaluate their product against their original design criteria; evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>
<b>Years 5 and 6</b>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p>

	<p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a complete detailed competitor analysis of other products on the market;</li> <li>b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul>
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Year Group	Sculpture Skills
<b>Years 1 and 2</b>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>b use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>c use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>
<b>Years 3 and 4</b>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a cut, make and combine shapes to create recognisable forms;</li> <li>b use clay and other malleable materials and practise joining techniques;</li> <li>c add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>
<b>Years 5 and 6</b>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e plan and design a sculpture;</li> <li>f use tools and materials to carve, add shape, add texture and pattern;</li> <li>g develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>h use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>

## Collaboration and Community: Food Technology

Year Group	Skills
<b>Years 1 and 2</b>	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from. Children can:</p> <ol style="list-style-type: none"> <li>a) explain where in the world different foods originate from;</li> <li>b) understand that all food comes from plants or animals;</li> <li>c) understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li>d) name and sort foods into the five groups in the Eatwell Guide;</li> <li>e) understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> <li>f) use what they know about the Eatwell Guide to design and prepare dishes.</li> </ol>
<b>Years 3 and 4</b>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</li> <li>b) understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</li> <li>c) with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</li> <li>d) use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</li> <li>e) explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</li> <li>f) understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</li> <li>g) prepare ingredients using appropriate cooking utensils;</li> <li>h) measure and weigh ingredients to the nearest gram and millilitre;</li> <li>i) start to independently follow a recipe;</li> <li>f) start to understand seasonality.</li> </ol>
<b>Years 5 and 6</b>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>a) know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</li> <li>b) understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</li> <li>c) understand that food is processed into ingredients that can be eaten or used in cooking;</li> <li>d) demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</li> <li>e) demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</li> <li>f) explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</li> <li>g) adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</li> <li>h) alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe.</li> </ol>