

Kingswood Art and Design and Design Technology Whole School Overview

Nursery EAD	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p><u>Vocabulary</u> Colour names, apron, mix, water, paint, stick, glue, craft, felt pens, crayons, chalks, paint brushes.</p>	<p><u>Vocabulary</u> Shape names, texture, cloth, box, tissue paper, stencils, bottles, PVA glue, Sellotape, googly eyes, pipe-cleaners, lollipop sticks, scissors</p>	<p><u>Vocabulary</u> Sculpture, model, collage, recycled materials, sequins</p>	<p><u>Vocabulary</u> Names for feelings, movement, noise</p>	<p><u>Vocabulary</u> Expression, figure, costume</p>	<p><u>Vocabulary</u> Draw, idea, imagination, share,</p>
	<p><u>Key Skills</u></p> <p>Show a preference for a dominant hand</p> <p>Begin to use a range of tools for mark making inside and outside</p> <p>Begin to make pictures of a larger scale.</p> <p>Use hands and feet to mark make/paint.</p> <p>Start to make marks intentionally, sometimes giving meaning to them.</p> <p>Begin to control paint, keeping the paint on the paper.</p> <p>Choose paint colours and experiment with simple colour-mixing.</p> <p><u>Key Knowledge:</u> Colour names Using paints safely You can represent an object or person using mark making</p>	<p><u>Key Skills</u></p> <p>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Develop their own ideas how to make 3D models/ pictures using variety of resources.</p> <p>Use different materials for collage</p> <p>Begin to select the correct resource to complete their intended outcome.</p> <p>Explore different textures.</p> <p>Join materials using different methods, ie .glueing and Sellotape</p> <p><u>Key Knowledge:</u> Shape names How to describe textures That they can give meanings to their marks and design.</p>	<p><u>Key Skills</u></p> <p>Continue to develop using one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <p>Continue to explore their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different building and a park.</p> <p>Explore a range of ways to make models and objects.</p> <p>Use playdough to create a 3Dmodel</p> <p>Collage using tissue paper/ feathers/ sequins/ gems to create a 3D picture</p> <p>Use Lego/ Popoids to create models such as city, transport and figures.</p> <p>Draw faces with key features such as eyes, nose, mouth, hair.</p>	<p><u>Key Skills</u></p> <p>Use drawing to represent non-visual ideas eg. loud noises.</p> <p>Experiment with how to draw movements and expression such as running, shouting, sleeping, happy, sad, scared.</p> <p>Respond to what they and others have drawn/made, expressing their thoughts and feelings.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness etc</p> <p>Start to develop more control over the tools they use for mark-making</p> <p>Comment and join in with discussions about what they have noticed in the art in the classroom</p> <p><u>Key Knowledge:</u> That I can use different mark making to express my emotions That mark making can be used to communicate</p>	<p><u>Key Skills</u></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness etc. With greater detail.</p> <p>Begin to express preferences</p> <p>Learn to independently draw with expression, people, figures and objects with greater detail</p> <p>Decide what I will need, gather and arrange objects for small world and role play</p> <p><u>Key Knowledge:</u> Develop confidence in the use of drawing as a tool for expression and give meaning to their own marks Participate in group games using creative materials such as costumes or toys</p>	<p><u>Key Skills</u></p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Begin to evaluate their creations and other, offering advice on how to make them better.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Draw recognisable objects and people with increasing detail, and talk about what they have drawn.</p> <p>Choose appropriate materials and ways to put them together with increasing confidence</p> <p><u>Key Knowledge:</u> I can experiment with ways to make 2D pictures and 3D models</p>

		<p>Know some of the appropriate tools to complete creative work. E.g. choosing glue to stick materials, felt-tip pens for colouring</p>	<p>Key Knowledge:</p> <p>There are a range of mediums I can use for different purposes</p> <p>That mark making can be controlled for different effects</p> <p>That I can draw something that is recognisable</p>			
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drawing/Painting	Collaging, making, designing and cutting	Being imaginative	Making puppets	Create collaboratively	3D - Sculpture
	Artists Wassily Kandinsky	Artists tate.org.uk/art/artworks/matisse-the-snail-t00540	Artists Giacomo Balla	Artists https://www.littleangeltheatre.com	Artists Andy Goldsworthy	Artists Yayoi Kusama
	Vocabulary Line, Shape, Tone, Colour, Texture, Pattern, Space, Form	Vocabulary Imaginative design, make, scissors, skills, problem-solving, build, evaluate, improve, junk- modelling	Vocabulary Materials, creation, tools, design, properties, imagination	Vocabulary Puppets, design, create, act out, role play	Vocabulary Minibeasts, natural materials	Vocabulary 3D, sculpture, plasticine, play dough, clay, cutting, sticking, tearing, folding and gluing.
	Key skills Using a range of drawing materials such as pencils, chalk, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g., brushes, sponges, cotton buds, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's artwork.	Key skills Create open-ended products that support imaginative play such as making castles and cars out of large blocks and crates outside Design and make junk models using recyclable materials Practise cutting activities using paper and card to develop scissor skills. Use various construction kits to develop their problem-solving skills within Design and Technology Build, evaluate and improve their models. Using knives safely to chop soft fruits.	Key skills Explore sounds, patterns, movement and different tools and techniques. Children experiment with media and materials finding out about their properties and modifying and manipulating them. Develop their own ideas and then decide which materials to use to express them. Design and make their own creations.	Key skills Safely use and explore a variety of tools and techniques experimenting with colour, design, texture, form and function Make and use puppets to act out stories, poems with others.	Key skills Create collaboratively, sharing ideas, resources and skills. Share their creations explaining the processes they have used. Design and make minibeasts with natural materials in the garden. Enjoy creating, choosing and accepting roles Making art outside from found materials	Key skills Through observing from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. 3D experiences (Sculpture): plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing. Apply simple decorations to a sculpture. Papier Mache-small /large scale models

<p>Key Knowledge I can draw and paint things that can be recognised by other people</p> <p>I can use a range of tools for different purposes</p> <p>I can choose the materials I need</p> <p>I can show different emotions in my drawings and paintings</p>	<p>Key Knowledge I am beginning to develop my own ideas when I create with different materials</p> <p>I can make increasingly complex structures using construction, loose parts and small world to support my story-telling play I can build, evaluate and improve my models.</p> <p>I can develop scissor skills safely.</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings</p>	<p>Key Knowledge I can choose the right materials for what I want to make, and I can say why I chose them</p> <p>I can work and create in a group, sharing skills and listening to the ideas of others</p> <p>I am beginning to express my thoughts and feelings through the visual arts</p>	<p>Key Knowledge I can talk about what I have made and how I made it</p> <p>To use a range of tools safely</p>	<p>Key Knowledge Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>I can create collaboratively and share my ideas</p>	<p>Key Knowledge Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>

Year 1	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Kapow Art & Design Drawing – Make your mark	Kapow Design & Technology Textiles - Puppets	Kapow Design & Technology Food & Nutrition – Fruit & Vegetables	Kapow Art & Design Craft & Design – Woven Wonders	Kapow Art & Design Sculpture & 3D – Paper Play	Kapow Design & Technology Structures - Windmills
	Artists Bridget Riley, Zaria Forman	https://www.puppetsmagic.co.uk/puppets-for-tv.html	https://www.foodafactoflife.org.uk/	Artists Judith Scott, Cecilia Vicuña	Artists Samantha Stephenson, Louise Bourgeois, Marco Balich	Artist Anthony Howe
	Vocabulary 2D, 3D, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy	Vocabulary Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template	Vocabulary Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice	Vocabulary Art, artist, craft, Knot, fibre, loom, plait, thread, threading, warp, weaving, weft, wrap	Key vocabulary Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag	Vocabulary Axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak
	Key Skills Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making.	Key skills Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet.	Key Skills Designing smoothie carton packaging by-hand or on ICT software. Chopping fruit and vegetables safely to make a smoothie.	Key Skills Exploring their own ideas using a range of media. Beginning to develop skills such as measuring materials, cutting, and adding decoration.	Key skills Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place.	Key Skills Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.

<p>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describing and comparing features of their own work and other's art work.</p> <p>Key Knowledge To know that an outline is a joined up line that shows a 2D shape.</p> <p>To know that drawing tools can create different marks.</p> <p>To know that you can draw different types of lines.</p> <p>To know that texture means 'what something feels like'.</p> <p>To know that different marks can be used to represent the textures of objects.</p> <p>To know that different drawing tools make different marks.</p> <p>To know that things we see have darker and lighter areas.</p>	<p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p> <p>Key knowledge To know that 'joining technique' means connecting two pieces of material together.</p> <p>To know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>To understand that different techniques for joining materials can be used for different purposes.</p> <p>To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>To know that drawing a design idea is useful to see how an idea will look.</p>	<p>Identifying if a food is a fruit or a vegetable.</p> <p>Learning where and how fruits and vegetables grow.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p> <p>Key knowledge To understand the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant.</p>	<p>Key Knowledge To know that art can be made in different ways.</p> <p>To choose, measure, arrange and fix materials.</p> <p>To explore plaiting, threading and knotting techniques.</p> <p>To learn how to weave.</p> <p>To combine techniques in a woven artwork</p>	<p>Creating 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Selecting colours, shapes and materials to suit ideas and purposes.</p> <p>Designing and making something that is imagined or invented.</p> <p>Beginning to develop skills such as measuring materials, cutting, and adding decoration.</p> <p>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</p> <p>Describing and comparing features of their own work and others' artwork.</p> <p>Key knowledge To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Making stable structures from card, tape and glue.</p> <p>Learning how to turn 2D nets into 3D structures.</p> <p>Following instructions to cut and assemble the supporting structure of a windmill.</p> <p>Making functioning turbines and axles which are assembled into a main supporting structure.</p> <p>Key knowledge To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</p> <p>To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</p> <p>To understand that axles are used in structures and mechanisms to make parts turn in a circle.</p> <p>To begin to understand that different structures are used for different purposes.</p> <p>To know that a structure is something that has been made and put together.</p>	
<p>Year 2</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Kapow Design & Technology Food & Nutrition – A Balanced Diet</p>	<p>Kapow Art & Design Craft & Design – Map it Out</p>	<p>Kapow Art & Design Sculpture & 3D – Clay Houses</p>	<p>Kapow Design & Technology Textiles - Pouches</p>	<p>Kapow Design & Technology Mechanisms – Making a moving monster</p>	<p>Kapow Art & Design Painting & Mixed Media – Beside the Seaside</p>	
<p>https://www.foodafactoflife.org.uk/</p>	<p>Artists Susan Stockwell, Maggie Scott, Kim Soon Im, Josef Albers, Eduardo Paolozzi, Matthew Cusick</p>	<p>Artists Rachel Whiteread, Ranti Bam</p>	<p>Designer https://naomipurkissboutique.co.uk/shop-the-stock/n1hctubnsvy0i09pc5zc2rucwtgqp3</p>	<p>Designer</p>	<p>Artists Romare Bearden</p>	

<p>Vocabulary balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria</p>	<p>Vocabulary Abstract, composition, curator, design, design, brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmark, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder</p>	<p>Vocabulary Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot</p>	<p>Vocabulary Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread</p>	<p>Vocabulary Axle, design criteria, input, linkage, mechanical, output, pivot, wheel</p>	<p>Vocabulary Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>
<p>Key Skills Designing a healthy wrap based on a food combination which works well together.</p> <p>Slicing food safely using the bridge or claw grip.</p> <p>Constructing a wrap that meets a design brief.</p> <p>Describing the taste, texture and smell of fruit and vegetables.</p> <p>Taste testing food combinations and final products.</p> <p>Describing the information that should be included on a label.</p> <p>Evaluating which grip was most effective.</p> <p>Key knowledge To know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>To understand what makes a balanced diet.</p> <p>To know where to find the nutritional information on packaging.</p> <p>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p> <p>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</p>	<p>Key Skills Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Responding to a simple design brief with a range of ideas.</p> <p>Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Making links between pieces of art.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Beginning to talk about how they could improve their own work.</p> <p>Key knowledge To know that patterns can be made using shapes.</p> <p>To know that patterns can be used to add detail to an art work.</p>	<p>Key skills Developing understanding of sculpture to construct and model simple forms.</p> <p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Developing basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Key knowledge To know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>To know that patterns can be made using shapes.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p>	<p>Key Skills Designing a pouch.</p> <p>Selecting and cutting fabrics for sewing.</p> <p>Decorating a pouch using fabric glue or running stitch.</p> <p>Threading a needle.</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</p> <p>Neatly pinning and cutting fabric using a template.</p> <p>Troubleshooting scenarios posed by teacher.</p> <p>Evaluating the quality of the stitching on others' work.</p> <p>Discussing as a class, the success of their stitching against the success criteria.</p> <p>Identifying aspects of their peers' work that they particularly like and why.</p> <p>Key knowledge To know that sewing is a method of joining fabric.</p> <p>To know that different stitches can be used when sewing.</p> <p>To understand the importance of tying a knot after sewing the final stitch.</p> <p>To know that a thimble can be used to protect my fingers when sewing.</p>	<p>Key Skills Creating a design criteria for a moving monster as a class.</p> <p>Designing a moving monster for a specific audience in accordance with a design criteria.</p> <p>Making linkages using card for levers and split pins for pivots.</p> <p>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Cutting and assembling components neatly.</p> <p>Evaluating own designs against design criteria.</p> <p>Using peer feedback to modify a final design.</p> <p>Key Knowledge To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</p> <p>To know that there is always an input and an output in a mechanism.</p> <p>To know that an input is the energy that is used to start something working.</p> <p>To know that an output is the movement that happens as a result of the input.</p> <p>To know that a lever is something that turns on a pivot.</p>	<p>Key Skills Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</p> <p>Creating a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Making links between pieces of art.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p>

<p>To know that nutrients are substances in food that all living things need to make energy, grow and develop.</p> <p>To know that 'ingredients' means the items in a mixture or recipe.</p> <p>To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.</p> <p>To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.</p>				<p>To know that a linkage mechanism is made up of a series of levers.</p>	<p>Beginning to talk about how they could improve their own work.</p> <p>Key Knowledge To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>To know that 'composition' means how things are arranged on the page.</p> <p>To know that collage materials can be shaped to represent shapes in an image.</p> <p>To know that shapes can be organic (natural) and irregular.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p>
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Kapow Art & Design Painting & Mixed Media – Prehistoric Painting</p>	<p>Kapow Design & Technology Food & Nutrition – Eating Seasonally</p>	<p>Kapow Design & Technology Textiles – Egyptian Collars</p>	<p>Kapow Art & Design Drawing – Growing Artists</p>	<p>Kapow Design & Technology Electrical Systems – Electric Posters</p>	<p>Kapow Art & Design Sculpture & 3D – Abstract Shape and Space</p>
	<p>Artists Prehistoric artists</p>	<p>https://www.foodafactoflife.org.uk/</p>	<p>Designer</p>	<p>Artists Cezanne, Max Ernst, Charles Darwin, Carl Lineaus</p>	<p>Designer</p>	<p>Artists Robert Morris, Anthony Caro, Ruth Asawa</p>

<p>Vocabulary Charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p>	<p>Vocabulary Climate, diet, imported, ingredients, natural, processed, reared, recipe, seasonal, seasons, sugar</p>	<p>Vocabulary Appliqué, cross-stitch, fabric, running stitch, patch, thread, embellish, template, cotton, silk, polyester, wrinkle, tear, water-resistant, breathable, matt, shiny, biodegrade, pinking</p>	<p>Vocabulary Abstract, gestural, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth.</p>	<p>Vocabulary information design, design, public, design criteria, research, initial ideas, sketch, bulb, self assessment, peer assessment, feedback, develop, final design, electrical system, electric product, circuit, circuit component, bulb, battery, crocodile wires</p>	<p>Vocabulary Abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional</p>
<p>Key Skills Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task.</p> <p>Mixing colours with greater accuracy and beginning to consider how colours can be used expressively.</p> <p>Using mixed media techniques to make different surfaces for painting and drawing.</p> <p>Learning a new making technique (paper making) and applying it as part of their own project.</p>	<p>Key Skills Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</p> <p>Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.</p> <p>Following the instructions within a recipe.</p> <p>Establishing and using design criteria to help test and review dishes.</p> <p>Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</p> <p>Suggesting points for improvement when making a seasonal tart.</p> <p>Key knowledge To know that not all fruits and vegetables can be grown in the UK.</p> <p>To know that climate affects food growth.</p> <p>To know that vegetables and fruit grow in certain seasons.</p> <p>To know that cooking instructions are known as a 'recipe'.</p> <p>To know that imported food is food that has been brought into the country.</p>	<p>Key Skills Designing and making a template for an Egyptian collar and applying individual design criteria.</p> <p>Following their design criteria to create an Egyptian collar.</p> <p>Selecting and cutting fabrics with ease using fabric scissors.</p> <p>Threading needles with greater independence.</p> <p>Tying knots with greater independence.</p> <p>Sewing cross stitch to decorate or join fabric.</p> <p>Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors.</p> <p>Evaluating an end product.</p> <p>Key knowledge To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric.</p> <p>To understand that a product's function relies on material choices.</p> <p>To identify and explain some materials and explain their aesthetic and/or functional properties.</p>	<p>Key Skills Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and making changes to improve their work.</p> <p>Key Knowledge To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a</p>	<p>Key Skills Carrying out research based on a given topic (e.g. The Romans) to develop a range of initial ideas.</p> <p>Generating a final design for the electric poster with consideration for the client's needs and design criteria.</p> <p>Planning the positioning of the bulb (circuit component) and its purpose.</p> <p>Mounting the poster onto corrugated card to improve its strength and withstand the weight of the circuit on the rear.</p> <p>Measuring and marking materials out using a template or ruler.</p> <p>Fitting an electrical component (bulb).</p> <p>Learning ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge).</p> <p>Learning to give and accept constructive criticism on own work and the work of others.</p> <p>Testing the success of initial ideas against the design criteria and justifying opinions.</p> <p>Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs.</p> <p>Key knowledge</p>	<p>Key Skills Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Planning and thinking through the making process to create 3D forms.</p> <p>Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Exploring how shapes can be used to create abstract artworks in 3D.</p> <p>Using subject vocabulary to describe and compare creative works.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p>Key knowledge To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that artists can focus on shapes when making abstract art.</p> <p>To know that negative shapes show the space around and between objects.</p>

	<p>Using subject vocabulary to describe and compare creative works.</p> <p>Using their own experiences to explain how art works may have been made.</p> <p>Key Knowledge To know that using light and dark colours next to each other creates contrast.</p> <p>To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that different drawing tools can create different types of lines.</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know that exported food is food that has been sent to another country.</p> <p>To understand that imported foods travel from far away and this can negatively impact the environment.</p> <p>To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</p> <p>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</p> <p>To know safety rules for using, storing and cleaning a knife safely.</p> <p>To know that similar coloured fruits and vegetables often have similar nutritional benefits.</p>		<p>drawing using shading to recreate a fluffy object.</p> <p>To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</p> <p>To know that shading helps make drawn objects look more three dimensional.</p> <p>To know that 'tone' in art means 'light and dark'.</p>	<p>To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.</p> <p>To understand common features of an electric product (switch, battery or plug, dials, buttons etc.)</p> <p>To list examples of common electric products (kettle, remote control etc.)</p> <p>To understand that an electric product uses an electrical system to work (function).</p> <p>To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.</p>	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kapow Art & Design Painting & Mixed Media – Light & Dark	Kapow Design & Technology Structures - Pavilions, linked to Crystal Palace	Kapow Design & Technology Electrical Systems – Torches	Kapow Design & Technology Food & Nutrition – Adapting a Recipe	Kapow Art & Design Craft & Design – Fabric of Nature	Kapow Art & Design Drawing – Power Prints
	Artists Paul Cezanne, Clara Peeters, Audrey Flack	Designer	Designer	https://www.foodafactoflife.org.uk/	Artists Ruth Daniels, Senaka Senanayake, William Morris, Megan Carter	Artists Ed Ruscha, Georges Seurat, Alberto Giacometti, Fernando Botero, Henri Matisse, Henry Moore
	Vocabulary Abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid	Vocabulary 3D shapes, Cladding, Design criteria, Innovative, Natural, Reinforce, Structure	Vocabulary Battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, Model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging	Vocabulary design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging	Vocabulary Batik, colour palette, Craft, craftsperson, Design, develop, Designer, imagery, Industry, inspiration, mood board, Organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme	Vocabulary Abstract, block print, collaborate, monoprint, observational drawing, parallel, collage, combine, composition, contrast, cross-hatching, figurative, gradient, highlight, mixed media, pattern, precision, printmaking, proportion, shadow, symmetry, 3D, tone, viewfinder, wax-resist

<p>Key Skills Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p> <p>Key knowledge To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface.</p>	<p>Key Skills Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</p> <p>Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures.</p> <p>Making a variety of free-standing frame structures of different shapes and sizes.</p> <p>Selecting appropriate materials to build a strong structure and for the cladding.</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p> <p>Learning to create different textural effects with materials.</p> <p>Key Knowledge To understand what a frame structure is.</p> <p>To know that a 'free-standing' structure is one that can stand on its own.</p> <p>To know that a pavilion is a decorative building or structure for leisure activities.</p> <p>To know that cladding can be applied to structures for different effects.</p> <p>To know that aesthetics are how a product looks.</p> <p>To know that a product's function means its purpose.</p> <p>To understand that the target audience means the person or</p>	<p>Key Skills Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</p> <p>Making a torch with a working electrical circuit and switch.</p> <p>Using appropriate equipment to cut and attach materials.</p> <p>Assembling a torch according to the design and success criteria.</p> <p>Evaluating electrical products.</p> <p>Testing and evaluating the success of a final product.</p> <p>Key knowledge To understand that electrical conductors are materials which electricity can pass through.</p> <p>To understand that electrical insulators are materials which electricity cannot pass through.</p> <p>To know that a battery contains stored electricity that can be used to power products.</p> <p>To know that an electrical circuit must be complete for electricity to flow.</p> <p>To know that a switch can be used to complete and break an electrical circuit.</p>	<p>Key Skills Designing a biscuit within a given budget, drawing upon previous taste testing.</p> <p>Following a baking recipe. Cooking safely, following basic hygiene rules.</p> <p>Adapting a recipe. Evaluating a recipe, considering: taste, smell, texture and appearance.</p> <p>Describing the impact of the budget on the selection of ingredients.</p> <p>Evaluating and comparing a range of products.</p> <p>Suggesting modifications.</p> <p>Key knowledge To know that the amount of an ingredient in a recipe is known as the 'quantity'.</p> <p>To know that it is important to use oven gloves when removing hot food from an oven.</p> <p>To know the following cooking techniques: sieving, creaming, rubbing method, cooling.</p> <p>To understand the importance of budgeting while planning ingredients for biscuits.</p>	<p>Key Skills Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Showing an understanding of appropriate finish and presenting work to a good standard.</p> <p>Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Using their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p>	<p>Key Skills Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p> <p>Key knowledge To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that tone can be used to create contrast in an artwork.</p>
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	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>group of people a product is designed for.</p> <p>To know that architects consider light, shadow and patterns when designing.</p>			<p>Evaluating their work more regularly and independently during the planning and making process.</p> <p>Key Knowledge</p> <p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kapow Art & Design Sculpture & 3D – Interactive Installations	Kapow Design & Technology Food & Nutrition – What could be healthier	Kapow Art & Design Drawing – I need Space	Kapow Design & Technology Mechanisms – Making a pop-up book	Kapow Art & Design Painting & Mixed Media – Self-portraits	Kapow Design & Technology Digital World – Monitoring Devices
	Artists	https://www.foodafactoflife.org.uk/	Artists Teis Albers	Designer	Artists Chila Kumari Singh Burman, Rembrandt, Vincent Van Gogh, Frida Kahlo	Designer
	Vocabulary Analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional.	Vocabulary Abattoir, Adaptation, Balanced, Beef, Brand, Cook, cross-contamination, Cut, Design, Enhance, Equipment, Evaluate, farm, Grate, Hygiene, ingredients, Label, Measure, Nutrient, Nutrition, nutritional value, Preference, Press, Process, Recipe, Safety, theme	Vocabulary cold war, collagraph, printmaking, process, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique	Vocabulary Design, input, motion, mechanism, criteria, research, reinforce, model	Vocabulary art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer	Vocabulary monitoring device, electronic, sensor, thermoscope, thermometer, research, design brief, design criteria, development, inventor, vivarium, programming loop, programming comment, alert, ambient, Boolean, duplicate, copy, value, variable, model, sustainability, plastic, microplastics, decompose, plastic pollution, human-made
	Key Skills Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Key Skills Explaining the farm-to-fork process. Researching existing recipes. Suggesting alternative ingredients. Analysing nutritional content. Writing an alternative recipe.	Key Skills Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Key Skills Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop up book, neatly and with focus on accuracy.	Key Skills Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Key Skills Researching (books, internet) for a particular animal's needs. Developing design criteria based on research. Generating multiple housing ideas using building bricks. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.

<p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Investigating how scale, display location and interactive elements impact 3D art.</p> <p>Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevering when constructions are challenging and working to problem solve more independently.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Key Knowledge To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p>	<p>Understanding cross-contamination.</p> <p>Using preparation skills.</p> <p>Designing a jar label.</p> <p>Making a developed recipe.</p> <p>Key knowledge That beef comes from cows reared on farms.</p> <p>That recipes can be adapted to suit nutritional needs and dietary requirements.</p> <p>That nutritional information is found on food packaging.</p> <p>That coloured chopping boards can prevent cross-contamination.</p> <p>That food packaging serves many purposes.</p>	<p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Developing an artwork from a drawing or other initial stimulus.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key Knowledge To know that different marks and lines can be used to create specific effects.</p>	<p>Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</p> <p>Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</p> <p>Evaluating the work of others and receiving feedback on own work.</p> <p>Suggesting points for improvement.</p> <p>Key knowledge To know that mechanisms control movement.</p> <p>To understand that mechanisms can be used to change one kind of motion into another.</p> <p>To understand how to use sliders, pivots and folds to create paper-based mechanisms.</p> <p>To know that a design brief is a description of what I am going to design and make.</p> <p>To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.</p>	<p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Developing an artwork from a drawing or other initial stimulus.</p> <p>Exploring how collage can extend original ideas.</p> <p>Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key knowledge To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>Placing and manoeuvring 3D objects, using CAD.</p> <p>Changing the properties of, or combining one or more, 3D objects using CAD.</p> <p>Understanding the functional and aesthetic properties of plastics.</p> <p>Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature moves out of a specified range.</p> <p>Stating an event or fact from the last 100 years of plastic history.</p> <p>Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.</p> <p>Explaining key functions in my program (audible alert, visuals).</p> <p>Explaining how my product's programmed features would be useful for an animal carer.</p> <p>Key knowledge To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.</p> <p>To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.</p> <p>To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.</p>
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	<p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>To know how to create texture on different materials.</p>	<p>To know how to create texture on different materials.</p> <p>To know that prints need contrast between light and dark areas to make the image visible.</p>		<p>To know that different marks and lines can be used to create specific effects.</p> <p>To know that artists create pattern to add expressive detail and texture to art works.</p>		
Year 6	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>Kapow Art & Design</u> Painting & Mixed Media – Artists Study	<u>Kapow Design & Technology</u> Structures - Anderson Shelters	<u>Kapow Art & Design</u> Drawing – Make My Voice Heard	<u>Kapow Design & Technology</u> Digital World – Navigating the World	<u>Kapow Design & Technology</u> Food & Nutrition – Come Dine with Me	<u>Kapow Art & Design</u> Sculpture and 3D design – Making memories
	<u>Artists</u> David Hockney, Richard Brakenburg, Paula Rego, John Singer Sargent, Fiona Rae, Frank Bowling, Lubaina Himid	<u>Designer</u>	<u>Artists</u> Diego Rivera, Farid Rueda, Dan Fenelon, Georges De La Tour, Vermeer, Leonardo Da vinci, Pablo Picasso.	<u>Designer</u>	https://www.foodafactoflife.org.uk/	<u>Artists</u> Chris Plowman, Hannah Hoch, Edward Weston, Derrick Ofosu Boateng, Edvard Munch, Vemeer, Oscar Ukonu, Sarah Graham, Michael Gaskell
	<u>Vocabulary</u> Abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate	<u>Vocabulary</u> Anderson Shelter, footprint plan, reinforce, design criteria, cladding	<u>Vocabulary</u> Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tone, tonal	<u>Vocabulary</u> Smart, smartphone, equipment, navigation, cardinal compass, application (apps), pedometer, GPS tracker, design brief, design criteria, client, function, program, duplicate, replica, loop, variable, value, if statement, Boolean, corrode, mouldable, lightweight, sustainable design, environmentally friendly, biodegradable, recyclable	<u>Vocabulary</u> Balance, bitter, bridge method, Complement, cookbook, cross-contamination, enhance, Equipment, farm to fork, Flavours, ingredients, method, research, pairing, recipe, preparation, salty, sour, storyboard, sweet, umami	<u>Vocabulary</u> Assemblage, attribute Collection, composition Embedded, expression, Identity, juxtaposition, Literal, manipulate, Originality, pitfall, Relief, representation Sculpture, self, Symbolic, tradition
	<u>Key Skills</u> Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Making choices about style and materials based on research and experiences. Working in a sustained way over several sessions to complete a piece. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.	<u>Key Skills</u> Designing a n Anderson Shelter featuring a variety of different structures, giving consideration to how the structures will be used. Considering effective and ineffective designs. Measuring, marking and cutting card to create a range of structures. Using a range of materials to reinforce and add decoration to structures. Improving a design plan based on peer evaluation.	<u>Key Skills</u> Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.	<u>Key Skills</u> Key Skills Writing a design brief from information submitted by a client. Developing design criteria to fulfil the client's request. Developing a product idea through annotated sketches. Placing and manoeuvring 3D objects, using CAD. Changing the properties of, or combine one or more 3D objects, using CAD.	<u>Key Skills</u> Key Skills Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale.	<u>Key Skills</u> Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing

<p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p> <p>Giving reasoned evaluations of their own and other's work which takes account of context and intention.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key knowledge To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>	<p>Testing and adapting a design to improve it as it is developed.</p> <p>Identifying what makes a successful structure.</p> <p>Key knowledge To know that structures can be strengthened by manipulating materials and shapes.</p> <p>To understand what a 'footprint plan' is.</p> <p>To understand that in the real world, design can impact users in positive and negative ways.</p> <p>To know that a prototype is a cheap model to test a design idea.</p>	<p>Applying new drawing techniques to improve their mastery of materials and techniques.</p> <p>Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key Knowledge To know how line is used beyond drawing and can be applied to other art forms.</p> <p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>	<p>Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).</p> <p>Explaining material choices and why they were chosen as part of a product concept.</p> <p>Programming an N,E, S,W cardinal compass.</p> <p>Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.</p> <p>Developing an awareness of sustainable design.</p> <p>Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.</p> <p>Demonstrating a functional program as part of a product concept.</p> <p>Key knowledge To know that accelerometers can detect movement.</p> <p>To understand that sensors can be useful in products as they mean the product can function without human input.</p> <p>To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.</p> <p>To know that 'multifunctional' means an object or product has more than one function.</p> <p>To know that magnetometers are devices that measure the Earth's</p>	<p>Working safely and hygienically with independence.</p> <p>Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</p> <p>Taste testing and scoring final products.</p> <p>Suggesting and writing up points of improvements in productions.</p> <p>Evaluating health and safety in production to minimise cross contamination.</p> <p>Key Knowledge That 'flavour' is how a food or drink tastes.</p> <p>That many countries have 'national dishes' which are recipes associated with that country.</p> <p>That 'processed food' means food that has been put through multiple changes in a factory.</p> <p>That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.</p> <p>What happens to a certain food before it appears on the supermarket shelf (farm to fork).</p>	<p>the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p>
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			<p>magnetic field to determine which direction you are facing.</p>		<p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>Key Knowledge Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Making skills: How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> <p>How to make visual notes to generate ideas for a final piece.</p>
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					<p>How to translate ideas into sculptural forms.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>
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Art and Design and Design Technology Curriculum Additional Information

Key Stage One	Lower Key Stage Two	Upper Key Stage Two