# Art and DT Curriculum - St. Mark's Primary School

***Intent***

*At St. Mark's C of E Primary School, we aim to foster creativity, innovation, and critical thinking through a well-structured Art and Design Technology (DT) curriculum. By offering students a range of artistic and design experiences, we provide them with the skills to express themselves creatively while also developing problem-solving abilities. We believe that Art and DT are integral to a well-rounded education, supporting cross-curricular learning and encouraging students to take pride in their creations. Our Art and DT curriculum is carefully designed to engage students with both creative and practical elements. In Art, children explore a variety of mediums, including drawing, painting, sculpture, printmaking, textiles, and digital art, while DT follows a Plan, Do, Review approach, encouraging students to think critically throughout the design and creation process.*

| Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Autumn 1 | Art Drawing | Art 3D | DT Mechanisms | Art 3D | Art 3D | Art Drawing |
| Autumn 2 | Art Painting | DT Cooking | Art Drawing | DT Mechanisms | DT Textiles | DT Textiles |
| Spring 1 | DT Mechanisms | Art Painting | DT Textiles | DT Textiles | Art Painting | Art Painting |
| Spring 2 | DT Textiles | DT Textiles | DT Cooking | DT Cooking | Art Drawing | Dt Mechanisms |
| Summer 1 | DT Cooking | DT Mechanisms | Art Painting | Art Painting | DT Mechanisms | Art 3D |
| Summer 2 | Art 3D | Art Drawing | Art 3D | Art Drawing | DT Cooking | DT Cooking |

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| Year 1 | | |
|---|---|---|
| Art | | |
| Knowledge and Skills Progression | | |
| Drawing – Autumn 1 | Painting – Autumn 2 | 3D or Sculpture – Summer 2 |
| • explore a range of different drawing mediums<br>• create a range of lines and alter thicknesses using different mediums<br>• explore how famous artists have used dots, lines and shapes to create works of art<br>• link a range of lines together to create a piece of artwork<br>• explore how shapes can be used to create a piece of artwork<br>• experiment with overlapping shapes<br>• familiar with 8B, HB and adds 4B to the pencil range<br>• confident in using pastels and charcoal | • explore a range of different drawing mediums<br>• create a range of lines and alter thicknesses using different mediums<br>• explore how famous artists have used dots, lines and shapes to create works of art<br>• link a range of lines together to create a piece of artwork<br>• explore how shapes can be used to create a piece of artwork<br>• experiment with overlapping shapes<br>• familiar with 8B, HB and adds 4B to the pencil range<br>• confident in using pastels and charcoal | • create models using recycled materials<br>• work with other children to create a group piece of work<br>• manipulate malleable materials in a variety of ways, e.g. rolling, joining and kneading<br>• use joining techniques of gluing, pins, staples and threading<br>• work with others to create a group piece of artwork using recycled materials<br>• communicate reasons, thoughts, observations and feelings<br>• create models using recycled materials |
| Curriculum Links | | |
| • Through History and Geography, children will use their knowledge of the local area to develop their drawing skills<br>• Use of Paddington in English as a stimulus of | • Advent in R.E. – and the image of the baby in the manger | • English - Beegu |
| Linked Artists | | |
| • | • Patrick Kinuthia<br>• https://insideafricanart.com/patrick-kinuthia/ | • |
| Final Outcome | | |
| Children will recreate images of Paddington, using different lines to recreate his fur.<br><br>Differentiated mediums for use of merging shades | Explore and recreate the nativity scene through paint, in the style of Patrick Kinuthia | To use junk modelling to create a sculpture of an Alien they would like to meet. |

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<tr><td colspan="3">Knowledge and Skills Progression</td></tr>
<tr><th>Designing</th><th>Making</th><th>Evaluating</th></tr>
<tr><td>• begin to research existing products before designing their own<br>• when researching, find out how products work and which materials have been used<br>• use their ideas to design something<br>• describe how their idea works<br>• design a product that moves<br>• explain to someone else how they want to make their product<br>• produce a simple plan before making<br>• begin to develop their ideas through drawings and, where appropriate, make templates or mock-ups of their initial ideas using ICT (if needed)</td><td>• use their ideas to make something<br>• assemble and join materials using a variety of methods<br>• begin to build structures, exploring how they can be made stronger, stiffer and more stable<br>• explore using different mechanisms (for example, sliders, wheels and axles) in their products<br>• with help, measure, mark out and cut a range of materials<br>• use tools safely (e.g., scissors and a hole punch)<br>• begin to assemble, join and combine materials and components using various temporary methods (e.g., glue or Sellotape)<br>• begin to use simple finishing techniques to improve the appearance of their products</td><td>• describe how something works<br>• explain what works well and not so well in the model they have made<br>• begin to evaluate their products as they are developed, identifying strengths and possible changes they might make<br>Food Technology<br>• cut food safely<br>• know all food comes from either plants or animals<br>• use basic food handling, hygiene practices<br>• know how to prepare simple dishes safely without heat<br>• know how to cut, peel and grate</td></tr>
<tr><td>Mechanisms - Spring 1</td><td>Textiles - Spring 2</td><td>Cooking - Summer 1</td></tr>
<tr><td colspan="3">Curriculum Links</td></tr>
<tr><td>History – Toys over time</td><td>English – Halibut Jackson</td><td>PSHE - Healthy Eating</td></tr>
<tr><td colspan="3">Adaptations</td></tr>
<tr><td>Stretch:<br>• make their model stronger<br>• make a product that has at least one moving part, e.g. wind/simple motor-powered boat</td><td>Stretch:<br>• make their model stronger<br>• make a product that has at least one moving part, e.g. wind/simple motor-powered boat</td><td>Stretch:<br>• make their model stronger<br>• make a product that has at least one moving part, e.g. wind/simple motor-powered boat</td></tr>
<tr><td colspan="3">Final Outcome</td></tr>
<tr><td>Make a push toy with wheels</td><td>Design a Jacket for Halibut Jackson</td><td>Create a Healthy Fruit Salad -PSHE</td></tr>
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| Year 2 | | |
|---|---|---|
| Art | | |
| Knowledge and Skills Progression | | |
| Drawing – Summer 2 | Painting – Spring 1 | 3D or Sculpture - Autumn 1 |
| • explore lines and blending using pencils, pastels chalk and oil pastels<br>• choose when to use dots or lines to show texture or patterns<br>• study and analyse landscapes using artists' vocabulary<br>• identify backgrounds and foregrounds in a landscape<br>• study landscapes created by famous artists<br>• use secondary source images to observe and draw a landscape<br>• create objects in the foreground that appear larger than those in the background<br>• Add 2H to the pencil range (8B, 4B, HB and 2H) | • explore creating tints and shades in a variety of colours<br>• experiment with different painting effects such as washes, blocking and thickened paint<br>• explore paint effects and techniques used by famous artists, e.g., Claude Monet and Paul Klee<br>• explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula<br>• create a final piece that applies two different painting effects | • explore arrangements using natural materials<br>• twist, knot, tie, intertwine and construct using natural materials<br>• observe and use colours, textures, shapes and patterns in natural materials<br>• work with others to create a group piece of artwork using natural materials<br>• communicate reasons, thoughts, observations and feelings about work created<br>• explore and experiment with other sculpting materials |
| Curriculum Links | | |
| - Science<br>- English | - English – Great Fire of London | |
| Linked Artists | | |
| | - Claude Monet<br>- Paul Klee | |
| Final Outcome | | |
| An image of a bee | Painting of Ludgate and St. Pauls | Create a 3D Settlement |

| Design and Technology | | |
|---|---|---|
| Knowledge and Skills Progression | | |
| Designing | Making | Evaluating |

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| • begin to develop their design ideas using research and discussion with peers and adults<br>• understand the purpose of their product<br>• have an identified target group in mind when designing and making a simple product<br>• think of an idea and plan what to do next<br>• explain why they have chosen specific textiles or materials<br>• draw a simple design and label the parts of their product<br>• develop their ideas through drawings and, where appropriate, make templates or mock-ups of their initial ideas using ICT (if needed) | • choose tools and materials and explain why they have chosen them<br>• join materials and components in different ways, including glue, Sellotape and masking tape<br>• can identify and name a simple selection of hand tools (e.g. scissors)<br>• carry out finishing techniques that have been modelled by the teacher<br>• use simple sewing techniques including cutting, shaping and joining fabric to make a simple product<br>• build structures, exploring how they can be made stronger, stiffer and more stable<br>• with help, measure, cut and score with some accuracy<br>• start to assemble, join and combine materials to make a product<br>• start to choose and use appropriate finishing technique | • evaluate their work against their design criteria<br>• look at a range of existing products and what they like and dislike about the products and why<br>• start to evaluate their products as they are developed, identifying strengths and possible changes they might make<br>• with confidence, talk about their ideas, saying what they like and dislike about their product<br>**Food Technology**<br>• know that everyone should eat at least five portions of fruit and vegetables each day<br>• demonstrate how to prepare simple dishes safely and hygienically without using a heat source<br>• demonstrate how to use techniques such as cutting, peeling and grating<br>• weigh ingredients to use in a recipe<br>• describe the ingredients used when making a dish or cake<br>• talk about which food is healthy and which is not<br>• follow safe procedures for food safety and hygiene |
| Mechanisms – Summer 1 | Textiles - Spring 2 | Cooking – Autumn 2 |
| Curriculum Links | | |
| Science - Animals | English – Secret Sky Garden<br>Science – | PSHE – healthy eating and food tech |
| Adaptations | | |
| Stretch: | Stretch | Stretch: |

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| • make a model stronger and more stable<br>• use wheels and axles when appropriate to do so<br>• know how simple mechanisms work e.g., sliders and linkages<br>• make a product that has at least two moving parts | • make a model stronger and more stable<br>• use wheels and axles when appropriate to do so<br>• know how simple mechanisms work e.g., sliders and linkages<br>• make a product that has at least two moving parts | • make a model stronger and more stable<br>• use wheels and axles when appropriate to do so<br>• know how simple mechanisms work e.g., sliders and linkages<br>• make a product that has at least two moving parts |
| Final Outcome | | |
| Create a home for an animal's habitat | Create a textile of a secret sky garden | Making healthy wraps |
| Year 3 | | |
| Art | | |
| Knowledge and Skills Progression | | |
| Drawing – Autumn 2 | Painting – Summer 1 | 3D or Sculpture – Summer 2 |
| • explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks<br>• develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using a finger to smudge<br>• use drawing materials that are appropriate for different weathers – such as a stormy sea or a calm sky<br>• draw from first-hand observation and secondary sources, e.g., pictures and artists' copies<br>• explore hatching and crosshatching to show tone and texture<br>• identify areas of shadow and light and blend tones accurately to create soft gradients<br>• draw on a range of different scales | • experiment with brush techniques (thick and thin brushes to produce shapes, textures, patterns and lines)<br>• mix colours effectively<br>• explore how famous artists have used complementary colours to create artwork<br>• explore creating hues using watercolour paints<br>• create a colour wheel that displays tertiary colours<br>• explore complementary colour combinations<br>• create a final piece that uses complementary colours | • use and explore clay and experiment with mark-making tools<br>• press shapes into clay, and engrave shapes and textures using tools<br>• use a sketchbook to plan and develop ideas use the coiling technique |

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| • use chalk pastels, and charcoal and chalk, to create effect and depth, etc. | | |
| **Curriculum Links** | | |
| - History (Iron Age) | - Science | - Geography |
| **Linked Artists** | | |
| | - Vincent Van Gogh (Sunflowers) | |
| **Final Outcome** | | |
| Cave drawing using sketchbooks | Close Observation of a flower using complimentary colours | Create 3D River and mountain scene on tiles - Use Duncombe for firing? |

| Design and Technology | | |
|---|---|---|
| Knowledge and Skills Progression | | |
| **Designing** | **Making** | **Evaluating** |
| • research independently and generate some ideas before thinking about resources<br>• consider the purpose and audience for their product<br>• order the main stages of making a product, continually referring to purpose and establish criteria for a successful product<br>• prove that a design meets the specification<br>• design a product and make sure that it meets the design criteria including looking attractive (if needed)<br>• draw annotated designs with labels that detail their material choices and suitability of the given materials<br>• learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products | • follow a step-by-step plan, choosing the right equipment and materials<br>• select the most appropriate tools and techniques for a given task<br>• work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy<br>• start to work safely and accurately with a range of simple tools<br>• choose finishing techniques to improve the appearance of their products using a range of equipment, including ICT<br>• start to understand that mechanical systems (such as levers and linkages) facilitate movement<br>• start to think about their ideas as they make their product and be willing to change things if they help them to improve their work | • explain how to improve a finished model<br>• know why a model has or has not been successful<br>• evaluate their product against their original design criteria (e.g., how well it meets its intended purpose)<br>• begin to disassemble and evaluate familiar products and consider the views of others to improve them<br>• evaluate the key designs of individuals in DT that have help |
| | | **Food Technology** |
| | | • describe how food ingredients come together<br>• weigh out ingredients and follow a given recipe to create a dish<br>• know when food is ready for harvesting<br>• demonstrate hygienic food preparation |

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| • start to understand whether their products can be recycled or reused<br>• when planning, explain their choices of materials and components, including function<br>• develop their own ideas through drawings, making templates or mock-ups of their initial ideas using ICT (if needed) | • start to measure, tape or pin, cut and join f | • understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source<br>• begin to understand how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking<br>• begin to know that to be active and healthy, food and drink are needed to provide energy for the body |
| Mechanisms – Autumn 1 | Textiles - Spring 1 | Cooking – Spring 2 |
| Curriculum Links | | |
| | Maths – Money<br>Science - Light | History – Iron Age |
| Adaptations | | |
| Stretch:<br>• know how to strengthen a product by stiffening a given part or reinforcing a part of the structure<br>• use a simple IT program within the design<br>• create a product that incorporates a pulley mechanism | Stretch<br>• know how to strengthen a product by stiffening a given part or reinforcing a part of the structure<br>• use a simple IT program within the design<br>• create a product that incorporates a pulley mechanism | Stretch:<br>• know how to strengthen a product by stiffening a given part or reinforcing a part of the structure<br>• use a simple IT program within the design<br>• create a product that incorporates a pulley mechanism |
| Final Outcome | | |
| Design a catapult | Design a purse to contain money<br>Or create a puppet to investigate shadows | Iron Age Bread – with Caterlink<br>Or Create Vegetable Stew |

| Year 4 |
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| Art |

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| Knowledge and Skills Progression | | |
|---|---|---|
| **Drawing – Summer 2** | **Painting – Summer 1** | **3D or Sculpture - Autumn 1** |
| • explore blending lines to create shades and tones with different drawing mediums<br>• select which grade of pencil would be best to use on the chosen area to create line, tone and texture<br>• explore how light and shadow are captured in the correct areas with knowledge of the light source<br>• draw from observation and apply shades and tones<br>• refine techniques when using oil pastels and blend colours to create different tones and shades<br>• Add 6B to the pencil range (8B, 6B, 4B, HB, 2H) | • brush techniques are explored to create different effects<br>• mix and match colours to objects in natural or man-made forms<br>• use black and white to lighten and darken tones<br>• combine colours and create tints, tones and shades to reflect the purpose of the work<br>• observe colours on hands and faces - mix a range of flesh colours<br>• mix and blend colours using a soft and smooth gradient Colours are blended with little visual appearance of intervals<br>• use watercolour paint to produce washes for backgrounds, then add detail | • shape, form, model and construct sculptures from paper<br>• explore paper techniques such as origami to create 3D models<br>• use papier mâché to create 3D models<br>• explore and experiment with other forms of sculpture |
| **Curriculum Links** | | |
| | - Rainforests | |
| **Linked Artists** | | |
| | - Henri Rousseau | |
| **Final Outcome** | | |
| | - A rainforest landscape | - Create a paper Viking Long ship – (progress on to papier mâché) |

| Design and Technology | | |
|---|---|---|
| Knowledge and Skills Progression | | |
| **Designing** | **Making** | **Evaluating** |
| • • research as a matter of course before considering designing a product<br>• use ideas from other people when designing, e.g., creating a mood board of existing products | • know which tools to use for a particular task and show knowledge of handling the tool accurately and safely<br>• know which material is likely to give the best outcome based on its properties | • evaluate and suggest improvements for designs<br>• evaluate products for both their purpose and appearance<br>• evaluate their own and others' work |

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| • confidently make labelled drawings from different views, showing specific features<br>• produce a plan and explain the use of materials, equipment and processes<br>• persevere and adapt work when original ideas do not work<br>• if the first attempt fails, identify strengths and future areas for development<br>• communicate ideas through annotated sketches that show different viewpoints of the product<br>• begin to be very familiar with inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products | • mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques<br>• start to join and combine materials and components accurately in temporary and permanent ways<br>• sew, weave or knit using a range of stitches<br>• show high levels of perseverance when things do not go as they would wish in the first instance<br>• start to understand that mechanical and electrical systems have an input, process and output<br>• know how mechanical systems (such as pulleys or gears) facilitate movement<br>• know how simple electrical circuits and components can create functional products<br>• understand how to reinforce and strengthen a 3D framework<br>• begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including ICT | • evaluate their product, carrying out appropriate tests<br>• evaluate their product both during and at the end of the assignment<br>• present a product in an interesting way<br>• be able to disassemble and evaluate familiar products and consider the views of others to improve them<br>**Food Technology**<br>• bring a creative element to the food product being designed<br>• know in which season various foods are available for harvesting<br>• recognise safe practices in the kitchen and identify hazards, e.g., when using an oven<br>• know how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking<br>• know that to be active and healthy, food and drink are needed to provide energy for the body |
| **Mechanisms – Autumn 2** | **Textiles - Spring 1** | **Cooking – Spring 2** |
| **Curriculum Links** | | |
| Design and build a Christmas decoration | Create an Anglo Saxon purse | Roman diet V Our Diet<br>- Make Roman Bread |
| **Adaptations** | | |
| Stretch:<br>• link scientific knowledge by using lights, switches or buzzers | Stretch<br>• link scientific knowledge by using lights, switches or buzzers | Stretch:<br>• link scientific knowledge by using lights, switches or buzzers |

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|---|---|---|
| • use IT where appropriate to add to the quality of the product<br>• create a product that incorporates at least one lever<br>• use appropriate sewing techniques | • use IT where appropriate to add to the quality of the product<br>• create a product that incorporates at least one lever<br>• use appropriate sewing techniques | • use IT where appropriate to add to the quality of the product<br>• create a product that incorporates at least one lever<br>• use appropriate sewing techniques |
| Final Outcome | | |
| A mechanical Christmas decoration | An Anglo Saxon Purse | Roman bread |

| Year 5 | | |
|---|---|---|
| Art | | |
| Knowledge and Skills Progression | | |
| Drawing – Spring 2 | Painting - Spring 1 | 3D or Sculpture – Autumn 1 |
| • use a range of mark-making techniques to show contrast and tone in drawings<br>• make small studies from observation using viewfinders to focus on selected parts<br>• apply drawing skills using ink pens and explore the different properties<br>• draw from first-hand observation and from source material<br>• explore the work of famous architects and designers and experiment with some of these styles<br>• begin to use perspective and proportion<br>• select an appropriate style for a piece of artwork | • explore how artist's express thoughts and feelings through the use of colour and application<br>• mix colours accurately and understand the properties of a range of different paint types<br>• experiment with different colours that represent moods<br>• create a mood painting through the use of colour and application<br>• develop watercolour techniques<br>• mark-make with paint (dashes, blocks of colour, strokes, points) • develop fine brush strokes | • explore wire as a medium for sculptures<br>• use aluminium wire to create sculptures<br>• shape, form, model and construct using wire<br>• use tools safely<br>• explore and experiment with other forms of sculpture |
| Curriculum Links | | |
| LGBT month | | |
| Linked Artists | | |
| David Hockney | | |

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| Final Outcome | | |
|---|---|---|
| David Hockney Landscapes | WW2 Propaganda posters | Create a sculpture of ancient Greece and fire it at Amsy |

## Design and Technology

### Knowledge and Skills Progression

| Designing | Making | Evaluating |
|---|---|---|
| • competently research products similar to the one they intend to design and evaluate strengths and weaknesses to be incorporated/avoided in their design<br>• research and use ICT where appropriate<br>• design, with a range of initial ideas, after collecting information from investigating existing products<br>• produce a detailed, step-bystep plan<br>• explain how a product will appeal to a specific audience and how it meets the purpose<br>• create annotated 3D designs of their design on isometric or squared paper from a range of viewpoints<br>• with growing confidence, apply a range of finishing techniques, including those from art and design<br>• Start to appreciate how much the product costs to make | • name and use a range of tools and equipment competently<br>• select appropriate materials, tools and techniques (e.g., cutting, shaping, joining and finishing) accurately<br>• 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<br>• incorporate mechanical systems (such as pulleys or gears) to create movement in their product<br>• know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their product<br>• use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including ICT<br>• make a prototype before making a final version<br>• carry out finishing techniques to enhance the appearance and function of their product | • evaluate a product against the original design specifications by carrying out tests<br>• suggest alternative plans, outlining the positive features and drawbacks<br>• evaluate appearance and function against the original criteria<br>• begin to evaluate their product personally and seek evaluation from others |

### Food Technology

| Food Technology |
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| • be both hygienic and safe in the kitchen<br>• know how to prepare a meal by collecting the ingredients in the first place<br>• weigh and measure accurately (timings, dry ingredients and liquids)<br>• begin to understand that seasons may affect the food available<br>• understand how food is processed into ingredients that can be eaten or used in cooking<br>• know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source<br>• begin to understand that different foods and drinks contain substances – nutrients, water and fibre – that are needed for health |

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| Mechanisms – Summer 1 | Textiles – Autumn 2 | Cooking – Summer 2 |
|---|---|---|
| Curriculum Links | | |
| | | |
| Adaptations | | |
| Stretch:<br>• suggest alternative plans; outlining the positive features and drawbacks<br>• evaluate appearance and function against original criteria<br>• create a product that incorporates gears | Stretch<br>• suggest alternative plans; outlining the positive features and drawbacks<br>• evaluate appearance and function against original criteria<br>• create a product that incorporates gears | Stretch:<br>• suggest alternative plans; outlining the positive features and drawbacks<br>• evaluate appearance and function against original criteria<br>• create a product that incorporates gears |
| Final Outcome | | |
| | Create an ancient Greek Vase | Fair Trade Cakes – create sustainable cakes for our summer fair. |

| Year 6 | | |
|---|---|---|
| Art | | |
| Knowledge and Skills Progression | | |
| Drawing –Autumn 1 | Painting – Spring 1 | 3D or Sculpture – Summer 1 |
| • use a full range of pencils, pastels, charcoal and mixed media to create observational art independently<br>• show effect of light on objects and people from different directions<br>• know how tone can add impact to a drawing<br>• focus on a small area such as the eyes or lips and be able to capture the different tones and shades<br>• use perspective in their work, using a single focal point and horizon | • know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards to foreground<br>• choose appropriate paint, paper and implements to adapt and extend their work<br>• mix and match colours to create atmosphere and light effects<br>• be able to identify and work with complementary and contrasting colours | • create sculptures using clay, wire, paper mâché and other man-made and natural materials<br>• use a sketchbook to inform, plan and develop ideas<br>• shape, form, model and join with confidence<br>• use paper mâché to create 3D models<br>• compare ideas, methods and approaches to their own and others' work and say what they think and feel about it |

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| • add 4H to the pencil range (8B, 4B, 2B, HB, 2H, 4H) | • experiment with the use of paint to create contemporary art ideas | • adapt work according to their views and describe how they might develop it further |
| **Curriculum Links** | | |
| - English | - Science – habitats | - Geography mountain ranges (Earth Matters) |
| **Linked Artists** | | |
| - Chinwe Chukwuogo-Roy | - Qi Baishi | |
| **Final Outcome** | | |
| African Lanscapes with pencil<br>- Acacia trees | Blossom Art – inspired by Qi Baish | Paper mâché mountain sculptures |
| **Design and Technology** | | |
| **Knowledge and Skills Progression** | | |
| **Designing** | **Making** | **Evaluating** |
| • when researching, be competent in discriminating what would be and would not be helpful for their intended product<br>• use market research of existing products to inform their design<br>• follow and refine original plans, justifying them in a convincing way<br>• draw detailed 3D designs using exploded diagrams or cross-sectional drawings where appropriate to display finer details<br>• show that culture and society are considered in plans and design specification<br>• show thought has been given to materials relating to recycling and sustainability<br>• know how much products cost and make choices accordingly | • confidently select appropriate tools, materials, components and techniques and use them effectively<br>• know how to use any tool correctly and safely<br>• know what each tool is used for<br>• explain why a specific tool is best for a particular action<br>• make modifications as they go along and explain their reasons<br>• construct products using permanent joining techniques<br>• use mechanical systems such as pulleys and gears competently to create movement in their products<br>• know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their product | • test and evaluate designed products with a specified audience where possible<br>• explain how products should be stored and give reasons<br>• evaluate the product against clear criteria<br>• evaluate their work both during and at the end of the assignment<br>• record their evaluations using drawings with labels |
| | | **Food Technology** |
| | | • explain how food ingredients should be stored and give reasons<br>• work within a budget to create a meal<br>• understand the difference between a savoury and sweet dish<br>• know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source |

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| | • use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including ICT<br>• pin, sew and stitch materials together to create a product | • know that different foods and drinks contain substances – nutrients, water and fibre – that are needed for health |
| Mechanisms – Spring 2 | Textiles – Autumn 2 | Cooking – Summer 2 |
| Curriculum Links | | |
| - Science – electricity | - R.E. - Advent | - P.E. - Nutrition<br>- PSHE – Healthy eating |
| Adaptations | | |
| Stretch:<br>• know which additions would further enhance a specific product<br>• use knowledge to improve a made product by strengthening, stiffening or reinforcing<br>• use electrical systems correctly and accurately to enhance a given product<br>• know when a product they have made can be improved by the use of pulleys, levers or gears<br>• | Stretch:<br>• know which additions would further enhance a specific product<br>• use knowledge to improve a made product by strengthening, stiffening or reinforcing<br>• use electrical systems correctly and accurately to enhance a given product<br>• know when a product they have made can be improved by the use of pulleys, levers or gears | Stretch:<br>• know which additions would further enhance a specific product<br>• use knowledge to improve a made product by strengthening, stiffening or reinforcing<br>• use electrical systems correctly and accurately to enhance a given product<br>• know when a product they have made can be improved by the use of pulleys, levers or gears |
| Final Outcome | | |
| A model classroom with electricity | Advertising Christmas and create a Christmas product | An end of year meal! |