



Design and Technology Progression Map

DT Technical Knowledge- Cooking and Nutrition					
-Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from		-Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● describe textures ● wash hands & clean surfaces ● think of interesting ways to decorate food ● say where some foods come from, (i.e. plant or animal) ● describe differences between some food groups (i.e. sweet, vegetable etc.) ● discuss how fruit and vegetables are healthy ● cut, peel and grate safely, with support ● describe “five a day” 	<ul style="list-style-type: none"> ● <i>Understanding the basic principles of a healthy and varied diet is covered in Science</i> 	<ul style="list-style-type: none"> ● carefully select ingredients ● use equipment safely ● think about how to grow plants to use in cooking ● begin to understand food comes from UK and wider world ● describe how healthy diet= variety/balance of food/drinks ● explain how food and drink are needed for active/healthy bodies. 	<ul style="list-style-type: none"> ● <i>Understanding and applying the principles of a healthy and varied diet is covered in Science</i> 	<ul style="list-style-type: none"> ● explain how to be safe / hygienic and follow own guidelines ● present product well - interesting, attractive, fit for purpose ● begin to understand seasonality of foods ● understand food can be grown, reared or caught in the UK and the wider world ● describe how recipes can be adapted to change appearance, taste, texture, aroma ● understand a recipe can be adapted by adding / substituting ingredients 	<ul style="list-style-type: none"> ● <i>Understanding and applying the principles of a healthy and varied diet is covered in Science</i>

Curriculum Objectives to be completed by end of year DT/ART

		<ul style="list-style-type: none"> ● prepare and cook some dishes safely and hygienically ● grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking ● say where food comes from (animal, underground etc.) 		<ul style="list-style-type: none"> ● describe eat well plate and how a healthy diet=variety / balance of food and drinks ● prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source ● use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	
DT Technical Knowledge- Structures					
<i>Build structures, exploring how they can be made stronger, stiffer and more stable</i>		<i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● begin to measure and join materials, with some support ● describe differences in materials ● suggest ways to make material/product stronger 	<ul style="list-style-type: none"> ● measure materials ● describe some different characteristics of materials ● join materials in different ways ● use joining, rolling or folding to make it stronger ● use own ideas to try to make product stronger 	<ul style="list-style-type: none"> ● use appropriate materials ● work accurately to make cuts and holes ● join materials ● begin to make strong structures 	<ul style="list-style-type: none"> ● measure carefully to avoid mistakes ● attempt to make product strong ● continue working on product even if original didn't work ● make a strong, stiff structure 	<ul style="list-style-type: none"> ● select materials carefully, considering intended use of product and appearance ● explain how product meets design criteria ● measure accurately enough to ensure precision ● ensure product is strong and fit for purpose ● begin to reinforce and strengthen a 3D frame 	<ul style="list-style-type: none"> ● select materials carefully, considering intended use of the product, the aesthetics and functionality. ● explain how product meets design criteria ● reinforce and strengthen a 3D frame

Curriculum Objectives to be completed by end of year DT/ART

DT Technical Knowledge-Mechanical Systems					
<i>-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>		<i>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● begin to understand how to use wheels and axles 	<ul style="list-style-type: none"> ● use levers or slides 	<ul style="list-style-type: none"> ● select appropriate tools / techniques ● alter product after checking, to make it better ● begin to try new/different ideas ● use simple lever and linkages to create movement ● begin to use pneumatics to create movement 		<ul style="list-style-type: none"> ● select most appropriate tools / techniques ● explain alterations to product after checking it ● refine product after testing ● grow in confidence about trying new / different ideas ● Use cams, wheels, axels, pulleys or gears to create movement ● Name components such as chassis, axel et 	
DT Technical Knowledge-Electrical Systems					
		<i>Understand and use electrical systems in their products (for example, series circuits)</i>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Curriculum Objectives to be completed by end of year DT/ART

		<ul style="list-style-type: none"> ● Learn about static electricity and how it moves objects through attraction or repulsion <i>(objective covered in Mechanisms Pneumatic toys unit)</i> 	<ul style="list-style-type: none"> ● use number of components in circuit ● Know about electrical items and how they work ● Know what a series circuit is ● create a circuit with a switch 		<ul style="list-style-type: none"> ● create and use electric circuits in their designs ● Know how to make electromagnetic motors
DT Technical Knowledge-textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ● To know how to join fabric by pinning, stapling or gluing ● join textiles together with a running stitch to make a product, and explain how I did it ● carefully cut textiles to produce accurate pieces ● explain choices of textile ● understand that a 3D textile structure can be made from 		<ul style="list-style-type: none"> ● think about user when choosing textiles ● choose textiles considering appearance and functionality ● think about how to make product strong ● begin to devise a template ● explain how to join things in a different way ● understand that a simple fabric shape can be used to make a 3D textiles project 		<ul style="list-style-type: none"> ● think about user's wants/needs and aesthetics when choosing textiles ● make product attractive and strong ● make a prototype ● use a range of joining techniques ● think about how product might be sold ● think carefully about what would improve product ● understand that a single 3D textiles project can be made from a combination of fabric shapes.

Curriculum Objectives to be completed by end of year DT/ART

	two identical fabric shapes				
DT- Design					
<p><i>-Design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>			<p><i>-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● have own ideas ● explain what they want to do ● explain what their product is for, and how it will work ● use pictures and words to plan, begin to use models ● design a product for themselves following design criteria ● research similar existing products 	<ul style="list-style-type: none"> ● have own ideas and plan what to do next ● explain what they want to do and describe how they may do it ● explain purpose of product, how it will work and how it will be suitable for the user ● describe design using pictures, words, models, 	<ul style="list-style-type: none"> ● begin to research others' needs ● show design meets a range of requirements ● describe purpose of product ● follow a given design criteria ● have at least one idea about how to create product ● create a plan which shows order, 	<ul style="list-style-type: none"> ● use research for design ideas ● show design meets a range of requirements and is fit for purpose ● begin to create own design criteria ● have at least one idea about how to create product and suggest improvements for design. ● produce a plan and explain it to others 	<ul style="list-style-type: none"> ● use internet and questionnaires for research and design ideas ● take a user's view into account when designing ● begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose ● create own design criteria 	<ul style="list-style-type: none"> ● draw on market research to inform design ● use research of user's individual needs, wants, requirements for design ● identify features of design that will appeal to the intended user ● create own design criteria and specification

Curriculum Objectives to be completed by end of year DT/ART

	<p>diagrams, begin to use ICT</p> <ul style="list-style-type: none"> design products for myself and others following design criteria choose best tools and materials, and explain choices use knowledge of existing products to produce ideas 	<p>equipment and tools</p> <ul style="list-style-type: none"> describe design using an accurately labelled sketch and words make design decisions explain how product will work make a prototype begin to use computers to show design 	<ul style="list-style-type: none"> say how realistic plan is. include an annotated sketch make and explain design decisions considering availability of resources explain how product will work make a prototype begin to use computers to show design. 	<ul style="list-style-type: none"> have a range of ideas produce a logical, realistic plan and explain it to others. use cross-sectional planning and annotated sketches make design decisions considering time and resources. clearly explain how parts of product will work. model and refine design ideas by making prototypes and using pattern pieces. use computer-aided designs 	<ul style="list-style-type: none"> come up with innovative design ideas follow and refine a logical plan. use annotated sketches, cross-sectional planning and exploded diagrams make design decisions, considering, resources and cost clearly explain how parts of design will work, and how they are fit for purpose independently model and refine design ideas by making prototypes and using pattern pieces use computer-aided designs
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DT Make

-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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

Curriculum Objectives to be completed by end of year DT/ART

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● explain what I'm making and why ● consider what I need to do next ● select tools/equipment to cut, shape, join, finish and explain choices ● measure, mark out, cut and shape, with support ● choose suitable materials and explain choices ● try to use finishing techniques to make product look good ● work in a safe and hygienic manner 	<ul style="list-style-type: none"> ● explain what I am making and why it fits the purpose ● make suggestions as to what I need to do next. ● join materials/components together in different ways ● measure, mark out, cut and shape materials and components, with support. ● describe which tools I'm using and why ● choose suitable materials and explain choices depending on characteristics. ● use finishing techniques to make product look good 	<ul style="list-style-type: none"> ● select suitable tools/equipment, explain choices; begin to use them accurately ● select appropriate materials, fit for purpose. ● work through plan in order ● consider how good product will be ● begin to measure, mark out, cut and shape materials/components with some accuracy ● begin to assemble, join and combine materials and components with some accuracy ● begin to apply a range of finishing techniques with some accuracy 	<ul style="list-style-type: none"> ● select suitable tools and equipment, explain choices in relation to required techniques and use accurately ● select appropriate materials, fit for purpose; explain choices ● work through plan in order. ● realise if product is going to be good quality ● measure, mark out, cut and shape materials/components with some accuracy ● assemble, join and combine materials and components with some accuracy ● apply a range of finishing techniques with some accuracy 	<ul style="list-style-type: none"> ● use selected tools/equipment with good level of precision ● produce suitable lists of tools, equipment/materials needed ● select appropriate materials, fit for purpose; explain choices, considering functionality ● create and follow detailed step-by-step plan ● explain how product will appeal to an audience ● mainly accurately measure, mark out, cut and shape materials/components ● mainly accurately assemble, join and combine materials/components ● mainly accurately apply a range of finishing techniques 	<ul style="list-style-type: none"> ● use selected tools and equipment precisely ● produce suitable lists of tools, equipment, materials needed, considering constraints ● select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics ● create, follow, and adapt detailed step-by-step plans ● explain how product will appeal to audience; make changes to improve quality ● accurately measure, mark out, cut and shape materials/components ● accurately assemble, join and combine materials/components ● accurately apply a range of finishing techniques

Curriculum Objectives to be completed by end of year DT/ART

	<ul style="list-style-type: none"> work safely and hygienically 			<ul style="list-style-type: none"> use techniques that involve a small number of steps begin to be resourceful with practical problems 	<ul style="list-style-type: none"> use techniques that involve a number of steps be resourceful with practical problems
DT Evaluate					
<p><i>-Explore and evaluate a range of existing products</i></p> <p><i>-Evaluate their ideas and products against design criteria</i></p>		<p><i>-Investigate and analyse a range of existing products.</i></p> <p><i>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>-Understand how key events and individuals in design and technology have helped shape the world</i></p>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> talk about their work, linking it to what they were asked to do talk about existing products considering: use, materials, how they work, audience, where they might be used talk about existing products, and say 	<ul style="list-style-type: none"> describe what went well, thinking about design criteria talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion 	<ul style="list-style-type: none"> look at design criteria while designing and making use design criteria to evaluate finished product say what I would change to make design better begin to evaluate existing products, considering: how well they have been made, 	<ul style="list-style-type: none"> refer to design criteria while designing and making use criteria to evaluate product begin to explain how I could improve original design evaluate existing products, considering: how well they've been made, materials, whether they work, 	<ul style="list-style-type: none"> evaluate quality of design while designing and making evaluate ideas and finished product against specification, considering purpose and appearance. test and evaluate final product evaluate and discuss existing products, considering: how well they've been made, materials, whether 	<ul style="list-style-type: none"> evaluate quality of design while designing and making; is it fit for purpose? keep checking design is best it can be. evaluate ideas and finished product against specification, stating if it's fit for purpose test and evaluate final product; explain what would improve it and the effect different resources may have had

Curriculum Objectives to be completed by end of year DT/ART

<p>what is and isn't good</p> <ul style="list-style-type: none"> ● talk about things that other people have made ● begin to talk about what could make product better 	<ul style="list-style-type: none"> ● evaluate how good existing products are ● talk about what I would do differently if I were to do it again and why 	<p>materials, whether they work, how they have been made, fit for purpose</p> <ul style="list-style-type: none"> ● begin to understand by whom, when and where products were designed ● learn about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products 	<p>how they have been made, fit for purpose</p> <ul style="list-style-type: none"> ● discuss by whom, when and where products were designed ● research whether products can be recycled or reused ● know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products 	<p>they work, how they have been made, fit for purpose</p> <ul style="list-style-type: none"> ● begin to evaluate how much products cost to make and how innovative they are ● research how sustainable materials are ● talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products 	<ul style="list-style-type: none"> ● do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose ● evaluate how much products cost to make and how innovative they are ● research and discuss how sustainable materials are ● consider the impact of products beyond their intended purpose ● discuss some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products
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Curriculum Objectives to be completed by end of year DT/ART

Art and Design Progression Map					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ART- Drawing					
<ul style="list-style-type: none"> To know that lines can be used in different ways Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. To experiment with different resources to create different lines (wavy, vertical, horizontal, cross hatch) Use lines to create a drawing Sketch a pattern from observations, using lines, curls and circles 	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations Show different tones by using coloured pencils To use charcoal, pencil and pastels with control Draw lines of different sizes and thickness. To create mood in their drawings To begin to show facial expressions in their drawings 	<ul style="list-style-type: none"> To know that Tone is the areas of dark and light Develop intricate patterns/ marks with a variety of media. Use different hardness's of pencils to show line, tone and texture. Use hatching and cross hatching to show tone and texture. To be able to show facial expressions in their drawings Develop drawing skills by drawing from direct observation 	<ul style="list-style-type: none"> To that tone is the lightness or darkness of something and to use tone in their drawing To know that mark making is the creation of different patterns, lines, textures and shapes To know that vertical lines run from top to bottom To know that parallel lines are two lines that are always the same distance apart and never touch Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Sketch lightly (no need to use a rubber to correct mistakes). To identify and draw simple 	<ul style="list-style-type: none"> To know that first hand drawings are drawn from real life, and not from pictures To know that second hand drawings are drawn from a photograph or a picture rather than the real object or place Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use lines to represent movement. Draw from observation using perspective, design, detail and line 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. -This style may be through the development of: line, tone, pattern, texture. Use a choice of techniques to depict movement, perspective, shadows and reflection. To be able to use sketches to communicate emotions and a sense of self with accuracy and imagination Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Develop an awareness of composition, scale and proportion in their paintings

Curriculum Objectives to be completed by end of year DT/ART

			<p>objects and use marks and lines to produce texture</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Use shading to show light and shadow. • Draw still life from observation 		
Painting					
<ul style="list-style-type: none"> • To know that primary colours can be mixed to make secondary colours • To know which colours are primary colours (blue, yellow, red) • To know which colours are secondary colours (orange, purple, green) • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • To create mood in their painting • To paint a picture of something they can see 	<ul style="list-style-type: none"> • To know which primary colours mix to create secondary colours. • Add white and black to colours to make tints • To mix their own brown • Understand how to make tints using white and tones by adding black to make darker and lighter shades • Begin to control the types of marks made in a range of painting techniques 	<ul style="list-style-type: none"> • To know where the primary and secondary colours are on a colour wheel • I know I can make a tint by adding white to a colour • I know I can make a shade by adding black to a colour <ul style="list-style-type: none"> • Mix colours effectively. (being able to predict with accuracy the colour that they mix) • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> • Mix colour, shades and tones with increasing confidence. • Experiment with creating mood with colour. • Use light and dark within painting and show understanding of complimentary colours. • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Begin to choose appropriate media to work with 	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. • To combine colours, tones and tints to enhance the mood of a piece • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Sketch lightly before painting to combine line and colour. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Develop a personal style of painting drawing upon ideas from other artists

Curriculum Objectives to be completed by end of year DT/ART

<ul style="list-style-type: none"> ● Use thick and thin brushes. 		<p>including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> ● Use thick and thin brushes to produce shapes, textures, patterns and lines. 			
Collage					
<ul style="list-style-type: none"> ● Use a combination of materials that are cut, torn and glued. ● Use repeating or overlapping shapes 	<ul style="list-style-type: none"> ● To know that the term collage means 'a collection of materials or objects covering a surface ● Begin to mix materials to create texture. ● Begin to sort and arrange materials. 	<ul style="list-style-type: none"> ● mix materials in an interesting way to create texture. ● sort and arrange materials. 		<ul style="list-style-type: none"> ● Select and arrange materials for a striking effect. ● Ensure work is precise. 	
Sculpture					
<ul style="list-style-type: none"> ● Use a combination of shapes ● Shape and model materials for a purpose from observation and imagination. 	<ul style="list-style-type: none"> ● Use equipment and media with increasing confidence ● Use clay and other 	<ul style="list-style-type: none"> ● Use equipment and media with confidence ● Begin to show an awareness of objects having a 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment ● Use recycled, natural and man- made materials to create sculptures. 	<ul style="list-style-type: none"> ● <i>Work in a safe, organised way, caring for equipment</i> ● <i>Use recycled, natural and manmade materials to create realistic/ recognisable sculptures</i> 	<ul style="list-style-type: none"> ● Work in a safe, organised way, caring for equipment. ● Demonstrate experience in the understanding of different ways of

Curriculum Objectives to be completed by end of year DT/ART

<ul style="list-style-type: none"> ● Use rolled up paper, straws, paper, card and clay as materials. ● use moulding clay/plasticine to create a sculpture (including techniques such as pinching, kneading and rolling) ● apply simple decorating techniques (such as painting) ● use etching tools to create patterns 	<p>mouldable materials</p> <ul style="list-style-type: none"> ● Use a combination of shapes to create a recognisable form ● Use techniques such as rolling, cutting, moulding and carving. ● Use etching tools to create lines and texture. 	<p>third dimension and perspective.</p> <ul style="list-style-type: none"> ● Join two parts successfully. ● Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. ● Include texture that conveys feelings, expression or movement. ● Confidently use clay and other mouldable materials. 	<ul style="list-style-type: none"> ● Adapt work as and when necessary and explain why. ● Independently create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). ● Add materials to provide interesting detail. 	<p><i>Objectives Covered in DT Bridges unit</i></p> <ul style="list-style-type: none"> ● Take on the role of an architect, using sketchbooks to design a building based on an architectural style ● Use a perspective view, a plan view or front elevation to draw their design of a building 	<p>finishing work: glaze, paint, polish. · using a range of media.</p> <ul style="list-style-type: none"> ● Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. ● Use frameworks (such as wire or moulds) to provide stability and form. ● Children use their sketch book to create a detailed design which they will refer to when creating their sculpture
<p>Print</p>					
<ul style="list-style-type: none"> ● Use repeating or overlapping shapes. ● Use objects to create prints (e.g. fruit, vegetables or sponges). ● Use printmaking to create a repeating pattern 	<ul style="list-style-type: none"> ● Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ● Mimic print from the environment (e.g. wallpapers) ● Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> ● Print simple pictures using different printing techniques ● Use layers of two or more colour ● Make printing blocks (e.g. from coiled string glued to a block). 	<ul style="list-style-type: none"> ● To know that pattern is a repetition of motifs ● Replicate patterns observed in natural or built environments and make repeating patterns with symmetry and reflection techniques ● Make precise repeating patterns. 	<ul style="list-style-type: none"> ● Continue to gain experience in overlaying colours. ● Combine previously learned techniques to create pieces. ● awareness of mono and relief printing. ● To know that a printing block can be made from different materials such as wood or lino which can be carved to create a stamp 	<ul style="list-style-type: none"> ● Demonstrate experience in a range of printmaking techniques. (Such as zentangle printing) ● Adapt their work according to their views and describe how they might develop it further. ● Develop their own style using tonal contrast and mixed media.

Curriculum Objectives to be completed by end of year DT/ART

<p>VOCABULARY Print, Rubbing Smudge, Image Reverse, Shapes Surface, Pressure Decoration, Cloth</p>	<p>VOCABULARY Print, Rubbing, Smudge, Image, Reverse, Shapes Surface, Pressure, Decoration, Cloth, Repeat, Rotate Mono-print, Two-tone print</p>	<p>VOCABULARY Imprint, Impression, Mould Monoprint Background Marbling, Surface Absorb, Stencil Negative space Positive space</p>	<p>VOCABULARY Trace, Manipulate Block, Repeat Continuous, Negative space Positive space</p>	<p>VOCABULARY Monotype, Printing, Inking up, Water-based Oil-based, Overlap, Etching, Engraving Indentation, Pressure</p>	<p>VOCABULARY Aesthetic, Pattern, Motif Victorian, Islamic, Rotation, Reflection Symmetrical, Repetition</p>
Textiles					
<ul style="list-style-type: none"> Join materials using glue 	<ul style="list-style-type: none"> Use weaving to create a pattern Join materials using glue and/or a stitch. 		<ul style="list-style-type: none"> Create weavings. Use basic stitches to join materials <p><i>Covered during DT lessons</i></p>		<ul style="list-style-type: none"> Combine previously learned techniques to create pieces Choose from a range of stitching techniques. To know what blanket stitch, running stitch, cross stitch, appliqué are <p><i>Covered during DT lessons</i></p>
Digital Media					
<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ pic collage used to present artwork 	<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ pic collage used to present artwork 	<ul style="list-style-type: none"> Children develop ICT skills during computing lessons Green screen app/ photos/ pic collage used to present artwork 	<ul style="list-style-type: none"> Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). Take photos and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural 	<ul style="list-style-type: none"> To know that a photomontage is the process and the result of making a composite photograph by cutting, gluing, rearranging and overlapping two or more photographs into a new image

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			<ul style="list-style-type: none"> ● create an image using the principles of lenticular printing ● To use a photo collage to recreate a painting 	<p>qualities, light and shade.</p>	<ul style="list-style-type: none"> ● To know about the history of photomontages ● To know that that contemporary artists use digital techniques to convey their messages ● To know that that artists use photography to record and observe ● and understand the terms macro, and monochromatic ● Enhance digital media by editing (including sound, video, animation, still images and installations). ● Have opportunity to explore modern and traditional artists using ICT and other resources. ● Combine a selection of images using digital technology considering colour, size and rotation.
Develop Ideas – Sketch Books					
<ul style="list-style-type: none"> ● Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> ● Use a sketchbook to plan and develop simple ideas. 	<ul style="list-style-type: none"> ● Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan 	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours 	<ul style="list-style-type: none"> ● Use sketchbooks Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> ● Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.

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	<ul style="list-style-type: none"> ● Build information on colour mixing, the colour wheel and colour spectrums. ● Collect textures and patterns to inform other work. 	<p>colours and collect source material for future works.</p> <ul style="list-style-type: none"> ● Identify interesting aspects of objects as a starting point for work. ● Use a sketch book to express feelings about a subject ● Make notes in a sketch book about techniques used by artists ● Annotate ideas for improving their work through keeping notes in a sketch book 	<p>and collect source material for future works.</p> <ul style="list-style-type: none"> ● Express likes and dislikes through annotations ● Use a sketch book to adapt and improve original ideas ● Keep notes to indicate their intentions/purpose of a piece of work 	<ul style="list-style-type: none"> ● Use the sketch book to plan how to join parts of the sculpture. ● Keep notes which consider how a piece of work may be developed further ● Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> ● Annotate work in sketchbook. ● Use the sketch book to plan how to join parts of the sculpture. ● Annotate work in sketchbook.
Responding to Art					
<ul style="list-style-type: none"> ● To have a basic understanding of abstract art ● To know that abstract art uses a lot of shapes ● Look at and talk about own work and that of other artists and the techniques they had used expressing 	<ul style="list-style-type: none"> ● To be able to identify abstract art ● Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. 	<ul style="list-style-type: none"> ● To be able to identify and compare abstract art ● Continue to explore a range of artists, craft makers and designers, describing the differences and similarities between different practices and 	<ul style="list-style-type: none"> ● To know that abstract art is modern art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect ● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how 	<ul style="list-style-type: none"> ● To know that an architectural style refers to the features that make a building historically identifiable, such as the shape, materials used and methods of construction ● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see 	<ul style="list-style-type: none"> ● To know that Impressionist is a style of painting that focuses on light ● To know that Impressionist artists often use thick, broken brush strokes and painted scenes of everyday life. ● To know that post-impressionism art movement followed after the impressionist artists, it featured bright colours and thick brushstrokes but they

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<p>their likes and dislikes.</p> <ul style="list-style-type: none"> To talk about how they have made something and how they could have made it differently (Children refer to line, shape, texture, colour) 	<ul style="list-style-type: none"> Respond to ideas and starting points To identify a number of improvements they could make to their own work (Children refer to line, shape, texture, colour) Explore artist's ideas and collect visual information to help inspire their creations 	<p>disciplines, and making links to their own work</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources to use for inspiration in their own artwork Respond to art from other cultures and other periods of time. 	<p>they can be developed further</p> <ul style="list-style-type: none"> Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on their own artworks using visual language (Eg- shape, tone, form, texture, colour, line, shape, value(contrast)) 	<p>how they can be developed further.</p> <ul style="list-style-type: none"> Identify artists who have worked in a similar way to their own work. Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book. Children use the elements of art to comment on their own works of art (eg-choice of shape, tone, form, texture, colour, line, shape, value(contrast)) 	<p>included more emotion and expression in their paintings.</p> <ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. (eg- Elements of Art- shape, tone, form, texture, colour, line, shape, value(contrast))
<p>To take Inspiration from the Greats</p>					
<ul style="list-style-type: none"> To know that Artists use different methods and materials To study artist's work and talk about each artists 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both

Curriculum Objectives to be completed by end of year DT/ART

<p>style (Abstract Art etc)</p> <ul style="list-style-type: none"> Use some of the ideas of artists studied to create pieces. 		<p>influenced by studies of others.</p>		<p>society and to other artists.</p> <ul style="list-style-type: none"> Create original pieces that show a range of influences and styles. 	<p>society and to other artists.</p> <ul style="list-style-type: none"> Create original pieces that show a range of influences and styles.
<p>Greats studied in each Year Group</p>					
<p><u>Beatriz Milhazes</u>- Brazilian Abstract Artist (Bame)</p> <p><u>Bridget Riley</u>-British Artist- repetition and patterns</p> <p><u>David Hockney</u>- British Pop Artist</p> <p><u>Louise Bourgeois</u> – French sculpture and installation artist</p> <p><u>Andrew Goldsworthy</u> – British sculptor who makes land art</p> <p><u>Susan Beatrice</u>- creates sculptures from watches</p> <p><u>Edouard Martinet</u>- French -Scrap metal sculptures of animals</p> <p><u>Peder Severin Kroyer</u>- Danish Painter</p> <p><u>Joaquin Sorolla</u>- Spanish Painter</p>	<p><u>Julian Ople</u>- British visual artist</p> <p><u>Edwina Bridgeman</u>- British mixed media artist</p> <p><u>Damien Hurst</u>- British modern artist</p> <p><u>Picasso</u>- Spanish painter, sculptor, printmaker, ceramicist and theatre designer</p> <p><u>Max Ernst</u>- German surrealist artist</p> <p><u>Ed Ruscha</u>- American pop artist</p> <p><u>Clarice Cliff</u>- English Pottery Artist</p>	<p><u>Carl Giles</u>- British Cartoonist</p> <p><u>Sam McBratney</u>- British author</p> <p><u>Walt Disney</u>- American animator and cartoonist</p> <p><u>Diego Velazquez</u>- Spanish Painter</p>	<p><u>Luz Perez Ojeda</u> – French - Op-Art</p> <p><u>Barbara Hepworth</u> – English – sculpture</p> <p><u>Paul Cezanne</u> – French - still life</p> <p><u>Giorgio Morandi</u> – Italian - still life</p> <p><u>David Hockney</u> – British - painter, printer and photographer</p> <p><u>Paula Rego</u> – Portuguese - paintings and prints based on storybooks</p> <p><u>Edward Hopper</u> – American - realist painter and printmaker</p>	<p><u>Hundertwasser</u> – Austrian – modern artist and architect</p> <p><u>Banksy</u> – English - street artist inspired by current themes</p> <p><u>Andy Warhol</u> – American – visual artist and print maker</p> <p><u>John Singer Sargent</u> – American – portrait painter</p> <p><u>Magdalene Odundo</u> – ceramics (BAME artist)</p> <p><u>Herman Rorschach</u> – Swiss – developed inkblots – symmetrical patterns used to explore people’s personalities</p>	<p><u>Hannah Hoch</u> – German – photomontage</p> <p><u>Peter Kennard</u> – British – contemporary photomontage artist</p> <p><u>Jerry Uelsmann</u> – American – contemporary photomontage artist</p> <p><u>Jenny Holzer</u> – Truisms</p> <p><u>Edward Weston</u> – Macro photography</p> <p><u>Frieda Kahlo, Pablo Picaso</u> – abstract expressionists</p> <p><u>Edvard Munch</u> - Expressionist</p>

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<p><u>Auguste Renoir</u>- French Impressionist style painter</p> <p><u>Vincent Van Gogh</u>- Impressionist painter from the Netherlands</p>	<p><u>Nancy McCroskey</u>- American ceramic artist</p>		<p><u>Fiona Rae</u> – Modern British artist born in Hong Kong</p> <p><u>Pieter Brueghel</u> – Belgian artist – landscapes and peasant scenes</p> <p><u>Sokari Douglas Camp</u>- English steel Sculptor (Bame)</p>	<p><u>Leonardo da Vinci</u>- Italian artist</p> <p><u>Paul Klee</u>- Swiss colour artist</p> <p><u>Kathe Kollwitz</u>- German painter</p> <p><u>Mark Wallinger</u>- Contemporary British artist</p> <p><u>Pablo Picasso</u>- Spanish artist who co founded cubism</p> <p><u>David Shigley</u>- Contemporary British visual artist</p>	<p><u>Edward Hopper</u> – American – realist painter and print maker</p> <p><u>Georges-Pierre Seurat</u> – French – Post-impressionist artist</p> <p><u>Vincent Van Gogh</u> – Dutch – painter and well-known post-impressionist artist</p> <p><u>Claude Monet</u> – French – painter and founder of French Impressionist painting</p> <p><u>Auguste Renoir</u> – French – artist who lead in the development of impressionist style</p> <p><u>Edgar Degas</u> – French – artist famous for his pastel drawings and oil painting of ballerinas</p> <p><u>Eugene Henri Paul Gauguin</u> – French – post-impressionist artist</p> <p><u>Stephens Jones</u> – British – milliner based in London</p>
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