Whole school art and DT coverage St Luke's CE Academy Endon

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Water	Shelter & Environment	Peace	Food & Health	Leaders & Voice	Education & Travel
Rec	Art- Portraits (Portrait) Drawing/painting	Art- Printing	DT Cutting soft fruits and vegetables		DT different fabrics and joining techniques	Art- Sculpture
Year 1	Dt- Mechanisms sliders and levers Recap Rec cutting and joining using scissors, glue, paper fasteners and masking tape	Art- Where is home for me? Seasonal changes (printing) Painting Recap reception painting	Art- Edith Cavell (portrait) Drawing/Painting Recap reception portraits	DT- preparing fruit and vegetables Recap Rec common fruits and vegetables	Art- Well dressing and weaving Sculpture Recap reception sculpture	DT- Textiles templates and joining Recap Rec different fabrics and joining techniques
Year 2	Art- George S (pointillism) Painting/Drawing Recap year 1 painting	DT- structures freestanding structures Recap rec using different construction materials	Art- Florence nightingale (portrait) Drawing Recap year 1 portraits	DT- Food cooking and fruit and vegetables Recap Rec cutting soft fruits and vegetables	Art- Clarice Cliff (printing) Painting/sculpture Recap year 1 printing	DT- Mechanisms wheels and axles Recap Rec moving vehicles through play
Year 3	Art- Roses and castles (printing) Painting/drawing Recap year 2 printing	DT- 2D and 3D shapes Recap Y2 textiles templates and joining	Art- Roman mosaic Sculpture Recap year 2 sculpture	DT- Food healthy and varied Recap Y2 cooking fruits and vegetables	DT- Shell structures Recap Y1 freestanding structures	Art- Self-portrait (portraits) Drawing/painting Recap year 2 portraits
Year 4	DT-Pneumatics Recap Y1 Mechanisms sliders	RT- Researching portrait artists (portraits) Drawing Recap year 3 portraits	DT- Levers and linkages Recap Y1 Mechanisms levers	Art- Henri Rousseau (landscape printing) Drawing/Painting Recap year 3 painting	Art- Egyptian cartouche Sculpture/drawing Recap year 3 sculpture	DT- simple circuits and switches Recap Y1 Freestanding structures
Year 5	Art- Claude Monet (landscapes) Drawing/Painting Recap year 4 landscape	DT- Textiles combining different fabric shapes Recap Y4 textiles templates and joining	Art- Banksy (portraits and life drawing) Drawing Recap year 4 portraits	DT- Celebrating cultures and seasonality Recap Y3 food healthy and varied	Art- Greek pots (printing) Sculpture Recap year 4 sculpture	DT-Frame structures Recap Y3 structures freestanding structures
Year 6	Art- Natural disasters (landscapes) Drawing/painting Recap year 5 landscapes	DT- mechanical systems, pulleys or gears Recap Y2 Mechanisms wheels and axles	Art- Nelson Mandela (collage and portrait) Drawing/Sculpture/printing Recap portraits year 5	DT- food celebrating cultures and seasonality Recap Y5 celebrating culture and seasonality	Art- Tudors Sculpture sewing Recap year 4 sculpture	DT-Electrical systems Recap Y4 simple circuits and switches

All of the above units of art cover the key skills of experimenting as artists, inventing and creating.

Children will be taught the skills of evaluating and analysing the language of art, craft and design.

Each year group has their own artists, craft maker and designer to help them understand the history and culture of art and help inspire them.

Key vocabulary is threaded throughout.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	***Water***	***Shelter & Environment***	***Peace***	***Food & Health***	***Leaders & Voice***	***Education & Travel***
Rec	***Todd Parr/Picasso- portraits*** Observe and identify facial features using correct vocab for positioning Use a variety of media to position features on a face. Cut along lines with control and correct grip. Draw simple outlines of features with correct pencil grip- whilst observing cut out version.	**Karen Lederer- Printmaker** Start to explore what printing is in art Experiment with own body to print with hands/feet Allow children to observe work of artist- how did she create this? Children to experiment with objects around then and paint to create own prints				Arthur Clokey (Art Clokey)- sculptor/stop-motion clay animation Experimenting with sculpting their own characters Moulding shapes and experimenting with making shapes Using colour Using art vocabulary
Key vocab	(facial feature names) position, top, middle, bottom, left, right, cut, grip	colours, line, shape, pattern, print				Colour, shape, mould, size, figurine, pattern
Year 1	**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user	Mix secondary colours and shades using different types of paint. Work on different scales. Begin to explore the use of line, shape, texture, pattern and colour Learn about the work of ***Andy Goldsworthy and James Brunt***	*Developing and refining drawing techniques with portraits progressing from reception to using a cross section* *Focus on shape, form and space* *Using a range of materials creatively to produce a portrait*	**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, (weaving linked to well dressing and Scotland) Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form	**Designing** • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. **Evaluating** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding**

	and whether it meets design criteria. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.			**Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.		• Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.
Key vocab	slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function	Secondary colours, primary colours, line, shape, texture, pattern, colour, contrast, shades, tone	Portrait, refine, alter, scale, shape, form, space, size	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	Weaving, sewing, observation, manipulate, kneading, shaping, shape, form, pattern	names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function
Year 2	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Study and learn about George Seurat (pointillism)	**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. **Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.	Developing and refining techniques with portraits by using a more detailed cross section of portraits and refining shapes of features consider shape and proportion Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	**Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.	Printing develops form year 1 by children creating their own shapes using card or other materials to create shapes for their Clarice Cliff inspired piece. Using polystyrene to imprint design. Using the work of designers to create and experiment with their own ideas for designs Using a range of materials to print to create texture Being inspired by, describing the difference and similarities between own work Designer- Clarice Cliffe	**Designing** • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. **Evaluating** • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. **Technical knowledge and understanding**

		• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** • Know how to make freestanding structures stronger, stiffer and more stable.		• Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.		• Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
Key vocab	Secondary colours, primary colours, shades, tones, layers, acrylic, water colour, scale, pointillism	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function	Portrait, refine, alter, scale, proportion, shape, form, space, size, shade	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	Colour, pattern, texture, shape, from, space, sculpture, similarities, differences, designers	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used design, make, evaluate, purpose, user, criteria, functional
Year 3	Printing builds on by manipulating string to create their desired print shape inspired by roses and castle art. Print using a variety of materials, objects and techniques including layering, using two contrasting colours to print with. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. Studying, describing and comparing traditional designer of Roses and castle art	**Designing** • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. **Evaluating** • Investigate a range of 3-D textile products relevant to the project.	Creating roman mosaics using a range of materials for their mosaics. These will be inspired by tradition roman mosaics. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Look at the work of Antoni Gaudi as inspiration for the method of mosaic and composition	**Designing** • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products,	**Designing** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. **Making** • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities.	Building on from year 2 portraits year 3 will be using be same cross section but focussing on more defined studies of features such as eyes, mouth, lips, nose. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Using digital media for simple portraits- ***Julian Opie***

		• Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. **Technical knowledge and understanding** • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.		thinking about sensory characteristics. **Evaluating** • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.	• Use computer-generated finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. **Technical knowledge and understanding** • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project.	
Key vocab	Printing, manipulate, shape, line, form, contrast, tradition, pattern, shape, process, layering	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	Mosaic, clay, mould, shape, space, form, pattern, tradition, contrast, construct	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype	Studies, shade, light, grades of pencil, line, texture, tone, colour, shape, pattern, proportion, scale, symmetry, alter, refine, observe, record
Year 4	**Designing** • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and	Developing and broadening portrait experiences and styles by researching portrait artists and using their work to inspire their own. Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination.	**Designing** • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** • Order the main stages of making.	Allowing children to experiment with previous printing techniques to make informed decisions to create prints to create a landscape piece of art. Select broadly the kinds of material to print with in order to get the effect they want Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary.	Alter and refine drawings and describe changes using art vocabulary. Using media to create contrast in art. To use clay to sculpt their own cartouche inspired by traditional Egyptian cartouches.	**Designing** • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. **Making**

	join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project.	Explore relationships between line and tone, pattern and shape, line and texture Andy Warhol, Mary Cassatt, Leonardo Da Vinci Pablo Picasso	• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.	Work confidently on a range of scales e.g. thin brush on small picture etc. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile Inspired art Henri Rousseau		• Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. **Technical knowledge and understanding** • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.
Key vocab	components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate	Research, record, observe, refine, alter, line, tone, shape, texture, inspire, describe, contrast, fine, abstract, pop-art	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief	Experiment, printing, landscape, layers, material, tone, hue, tint, shade, refine, alter, texture, pattern, shape, form, space	Traditional, contrast, detail, form, space, media, sculpture, shape, mould	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief
Year 5	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.	**Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.	Banksy Portraits develop to showing expression on faces- emotions linking to peace and peaceful.	**Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.	Describe the different qualities involved in modelling, Use recycled, natural and man- made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	**Designing** • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.

	Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Inspired work by Claude Monet	• Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	Using shading techniques developing from year 3. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Use colours to create contrast against shading of drawings. Use different grades of pencil to create effects Digital art- Using digital media to create work inspired by peace David Mcleod .	• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.	Printing- Lino print to create patterns for Greek pots. Edward Bawden- Lino artist	• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.
Key vocab	Match, accuracy, colours, hue, shade, tint, tone, select, implement, effects, textures, effectiveness, wash, thickness	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram	Portrait, shape, form, space, cross-section, perspective, emotion, shade, observation, contrast, grades, effects, cross hatching, hatching,	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy,	Model, sculpt, construct, materials, printing, lino-printing, linoleum gouge, linoleum plate, bench hook,	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent

		annotated drawings, exploded diagrams mechanical system, electrical system, input, process, output design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief	circling, finger blending, contour, stippling, smudge	varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief	brayer, barren, ink, contrast, historical	design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional
Year 6	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Natural Disasters - Stephanie Peters (stephartist.com)	**Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding**	Portraits of Nelson Mandela- looking at different angles of face from side view, above, below. Mosaic portrait using different media. Be familiar with layering prints- lino printing/silk screen Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently Michelangelo Look all types of his work which cover different perspectives of portraits- sculptors, paintings and drawings	**Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding**	Use a variety of techniques- sewing to create a Tudor rose. How to thread a needle, cut, glue and trim material. Look at the architect Edwin Lutyens to help children create their own Tudor home Using a range of materials Carry out preliminary studies, test media and materials and mix appropriate colours.	**Designing** • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. **Technical knowledge and understanding**

		• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.		• Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.		• Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Key vocab	*Shades, tints, adapt, extend, preliminary study, mixing, inspires, evoke emotion, expression, abstract, mixed media, texture, colour*	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype	Perspective, form, expression, line, shape, space, proportions, angles, views, printing, modify	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief	Sewing, needle, cut, glue, trim, precision, design, sculpt, materials, construct, preliminary study, media, effectiveness, appropriate, form	reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor(LDR), tilt switch light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit, function, innovative, design specification, design brief, user, purpose