



Mickleton Primary School

Art, Design and Technology

Intent and Implementation

Progression of Knowledge and Skills for Art and D.T

To deliver a high-quality art and D.T education that inspires and challenges pupils, equipping them with the knowledge and skills to generate ideas, create, evaluate, analyse and be technical.

Curriculum Intent Statement:

At Mickleton Primary School we believe that art and D.T are a vital part of the education of all children. For a child to have a secure understanding of the subject, there needs to be a solid foundation of effective teaching and considered sequence of experiences. The school's aim is to provide an art and D.T curriculum which will enable each child to reach their full potential in the subject, through investigation and research, designing and making, and evaluating and analysing.

At Mickleton Primary School we believe art and D.T enriches children's learning and enables them to communicate their thoughts, ideas, and observations in a practical and expressive way. Children are encouraged to develop their oracy skills by evaluating their own and others' work. Through the experience of a variety of materials, tools and techniques, children have the opportunity to problem-solve and record the world around them. We believe that a broad and balanced art and D.T education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude, or disability.

Our curriculum intent includes planned opportunities to ensure all children:

- Produce creative work, exploring their ideas and recording their experiences
- Develop a love and desire to learn art and D.T
- Become resilient, positive and aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently
- Develop ambitious vocabulary choices
- Develop a voice to promote change and a confidence to speak out about issues that are important to them
- Develop social, moral, spiritual and cultural development
- Develop mastery skills by engaging in repetition and practice activities
- Develop the understanding and skills to participate successfully in an increasingly technological world
- Become proficient in drawing, painting, sculpture, craft and design techniques
- Evaluate and analyse others' work using subject specific language
- Critique, evaluate and test their ideas and products and the work of others
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users
- Are entitled to a broad, balanced and enriching curriculum
- Enjoy an active involvement in art, craft and design

- Have the confidence, skills and experience necessary to communicate their ideas
- Have the opportunities to experience a broad and balanced range of activities and show progression within these experiences
- Have opportunities to learn about art from different times and cultures
- Understand and apply the principles of nutrition
- Learn how to cook
- Are given equal access to the experience of art regardless of the gender, race or disability

Art and D.T Curriculum Implementation:

The art and D.T provision at Mickleton follows the National Curriculum objectives for each year group which are incorporated into long term planning grids to ensure all objectives are covered. In some year groups, a topic might be covered more than once to deepen knowledge and skills. Some topics are also covered within the different years, using the long-term plan staff can see what has been taught before and what will be taught after.

In EYFS art and D.T is taught through distinct Kapow lessons as well as continuous provision activities relating to their weekly focus. In KS1 and KS2 art and D.T is taught alternately each half term. Each topic follows the design, make, evaluate sequence to encourage creativity and deeper thinking. Each year group will study a wide range of artists and designers throughout history. Technical knowledge and cooking and nutrition are included in the D.T topics.

Art and D.T Impact

Art and D.T is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply, and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art, design, and technology on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by taking risks and continually evaluating and improving their work. All children in school can speak confidently about their art and D.T work.

Planning:

Early Years

During Early Years, pupils will have the opportunity to develop artistic and cultural awareness through activities designed to support their imagination and creativity. They begin to explore and investigate a range of materials, and the use of colour and shape. Pupils begin to investigate and explore the

use of pattern and texture to represent feelings and ideas. Art and D.T is essential in Early Years to support the development of fine motor skills, communication skills and to enhance creativity.

Pupils should be taught:

- to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- to share their creations, explaining the process they have used
- to make use of props and materials when role playing characters in narratives and stories.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- to select from and use a range of tools and equipment to perform practical tasks (for example, cutting shaping, joining and finishing)
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria
- to build structures, exploring how they can be made strong, stiffer and more stable
- to explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft, design and technology.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history
- to 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
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- to 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
- to investigate and analyse a range of existing products
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand how key events and individuals in design and technology have helped shape the world
- to apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- to understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)
- to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
- to apply their understanding of computing to program, monitor and control their products.

Through the use of Kapow, every curriculum objective is covered for both art and D.T.

Assessment:

Early Years – progress is assessed through the collation of evidence, using Seesaw. Work is moderated and agreed by class teachers, the subject lead and through external moderation. At the end of the year, each child's level of development will then be assessed against the early learning goals, noting whether they are considered to be emerging or meeting expected levels of development.

KS1 and KS2 – at the end of each theme or unit of study the class teacher will update class assessment spreadsheets and indicate whether children are considered to be working below, towards, at or greater than the expected level of understanding and skills for their year group. Assessment will take place through the following forms: observation, use of photographic evidence, discussion with children and reflection through the pupil's sketch book. In KS1 and KS2 assessment should also contain elements of self, peer, and teacher assessment.

During subject monitoring cycles, the subject lead will request and collate examples of work for moderation and collation into a portfolio of evidence.

Resources:

Art and D.T resources are organised centrally. They are reviewed, maintained and updated regularly by the subject lead.

There are a range of different resources to support with all art and D.T learning objectives.

There are a range of books in our library as well as in the resource area to support all topic areas.

We also use Purple Mash to support with children's learning of art and D.T.

The teaching of art, design and technology is also enriched through:

- Key stage art and design days
- Cross-curricular lessons with Science and Forest School
- Workshops led by external artists
- Purple Mash
- Trips
- Art competitions
- Art clubs
- A link with the charity 'Cotswolds Art Through Schools'

Monitoring:

Art and D.T is monitored by the Art and D.T Lead following the Monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The Art and D.T Lead is responsible for writing, updating and evaluating the Art and D.T Action plan.

Vocabulary Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Artist, Bumpy, Chalk, Circle, Colours, Curved, Felt tips, Hard, Line, Long, Marks, Observational, Observe, Oil pastel, Paint, Pattern, Pencils, Picture, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Collage, Cut, Dab, Dot, Flick, Glide, Landscape, Mix, Pattern, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Stroke, Sweep, Swirl, Swish, Tear, Temporary, Texture, Transient, Wet, Wipe	3D art, Bend, Clay, Chop, Collage, Cut, Design, Evaluate, Flatten, Join, Landscape, Model, Pinch, Plan, Reflect, Roll, Sculpture, Silky, Slice, Slimy, Slippery, Smooth, Soft, Squash, Squelchy, Sticky, Stretch, Twist, Wet	Waterproof, Absorb, Prediction, Variable, Experiment, Investigation, Float, Sink, Junk	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag	Healthy, balanced diet, healthy eating, healthy lifestyle, mind, body, brain, fruit, vegetables, chopping board, knife, sweet, sour, soft, crunchy, delicious, yummy, tasty
Y1	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative,	Axle, Axle holder, Chassis, Design, Evaluation, Fix, Mechanic, Mechanism, Model, Test, Wheel	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Decorate, Design, Fabric, Glue, Model, Hand puppet, Safety pin, Staple, Stencil, Template	Artist, craft maker, designer, history, like, dislike, compare, sculpture, difference, different, similarity, similar	Blender, Fruit, Healthy, Ingredients, Recipe, Smoothie, Vegetable, Seed, Root, Leaf, Stem, Flavour, Design, Cut, Juice, Table knife, Juicer, Plant, Bush, Tree, Vine, Chopping

	Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk					board, Fork, Taste, Select, Blend, Evaluate, Compare
Y2	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Function, Man-made, Mould, Natural, Stable, Stiff, Strong, Structure, Test, Weak	Evaluation, Input, Lever, Linear motion, Linkage, Mechanical, Mechanism, Motion, Oscillating motion, Output, Pivot, Reciprocating motion, Rotary motion, Survey	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate
Y3	Charcoal, Composition, Negative image, Pigment, Positive image,	2D shapes, 3D shapes, Castle, Design criteria, Evaluate, Façade, Feature, Flag, Net, Recyclable, Scoring,	Analogue, Analyse, Annotate, Badge, CAD, Control, Design criteria, Develop, Digital, Digital	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey,	Accurate, Applique, Cross-stitch, Cushion, Decorate, Detail, Fabric, Patch, Running-stitch, Seam, Stencil, Stuffing,	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth,

	Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Stable, Strong, Structure, Tab, Weak	revolution, Digital world, Display, Electronic, Fastening, Feature, Feedback, Form, Function, Initiate, Layers, Loops, Micro:bit, Monitor, Net, Point of sale, Product, Product concept, Program, Sense, Simulator, Smart, Technology, Test, User	Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Target audience, Target customer, Template	Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder
Y4	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching,	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Adapt, Addition, Budget, Buttery, Combine, Comment, Construct, Cream, Crunchy, Cuboid, Fold, Hygiene, Layout, Market Research, Modify, Multiplication, Opinion, Pounds, Sieve, Sift, Target audience, Texture, Unique, Wooden spoon	Aesthetic, Air resistance, Chassis, Design, Design criteria, Function, Graphics, Kinetic energy, Mechanism, Net, Structure	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Battery, Bulb, Buzzer, Cell, Component, Conductor, Copper, Design criteria, Electrical item, Electricity, Electronic item, Function, Insulator, Series circuit, Switch, Test, Torch, Wire

	Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print					
Y5	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate	Abattoir, Adaptation, Balanced, Beef, Brand, Cook, Cross- contamination, Develop, Enhance, Equipment, Farm, Label, Measure, Nutrient, Nutrition, Nutritional value, Preference, Press, Process, Safety, Theme	Accurate, Annotate, Appendage, Blanket- stitch, Design criteria, Detail, Evaluation, Fabric, Sew, Shape, Stuffed toy, Stuffing, Template	Annotate, Gear, Gear system, Input, Market research, Output, Problem statement, Pulley, Pulley system, Research, Sustainability, Teeth	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium
Y6	Artist, Compositions,	3D CAD, Application (apps), Biodegradable,	Maya, Mayan, Imagery, Mark	Balance, Bitter, Bridge method, Complement,	Assemble, Battery, Battery pack, Benefit,	Expression, Self, Identity, Attribute,

	Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	Boolean, Cardinal compass, Client, Compass, Concept, Convince, Corrode, Duplicate, Environmentally friendly, Equipment, Feature, Finite, Function, Functional, GPS tracker, If statement, Infinite, Investment, Lightweight, Loop, Manufacture, Materials (wood, metal, plastic etc.), Mouldable, Navigation, Non-recyclable, Product lifecycle, Product lifespan, Program, Recyclable, Smart, Sustainable, Sustainable design, Unsustainable design, Variable, Work plane	making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerrilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	Cookbook, Farm to fork, Method, Nationality, Reared, Research, Pairing, Preparation, Salty, Sour, Storyboard, Sweet, Umami	Bulb, Bulb holder, Buzzer, Circuit, Circuit symbol, Component, Conductor, Copper, Design, Design criteria, Evaluation, Fine motor skills, Fit for purpose, Form, Function, Gross motor skills, Insulator, LED, User	Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
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Coverage of skills progression:

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating with materials	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use different construction materials	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) – Fruit Kebabs	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) To know the names of tools	To learn about artists from other cultures (Edward Tingatinga) To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) To know the names of tools	To know which prime colours you mix together to make secondary colours To use natural objects to make a piece of art (Andy Goldsworthy) To plan what they are going to make (cooking, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)	To know some similarities and differences between materials To learn about and compare artists (Monet and Van Gough) To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work To adapt work where necessary	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Art: Progression of Knowledge and Skills

	Year One	Year Two	Year Three	Year Four	Year Five	Year 6
Drawing	How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. How different marks can be used to represent words and sounds. How to use marks and lines to show expression on faces. How to use drawing to tell a story.	How to create a textured background using charcoal and chalk. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to draw objects in proportion to each other. How to create a wax resist background. How to use different tools to	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

				scratch into a painted surface to add contrast and pattern. How to create a monoprint.		
Painting	How to combine primary-coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence. How to paint on a rough surface. How to use natural objects to make tools to paint with. How to make natural paints using natural materials.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. How to mix a tint and a shade by adding black or white.	How to develop a drawing into a painting. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere.	Applying thick layers of paint to a surface is called impasto How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Work in a sustained way over several sessions to complete a piece,

	How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	How to apply paint or ink using a printing roller.	How to create different textures using different parts of a brush.	How to use tints and shades of a colour to create a 3D effect. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to organise painting equipment independently, making choices about tools and materials.		including working collaboratively on a larger scale and incorporating the formal elements of art.
Sculpture		Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay.				Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. Create a sculpture to express themselves in a literal or symbolic way.

		How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.				Successfully translate plans to a 3D sculpture. Produce a completed sculpture demonstrating experimentation, originality and technical competence.
Craft and Design		Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Layering materials in opposite directions make the handmade paper stronger. How to produce and select an effective final design.	To know that batik is a traditional fabric decoration technique that uses hot wax. How to make a mood board. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use materials, like glue, in different ways	To know the steps to make a monoprint when a roller is sufficiently inked. How to use shapes and measuring as methods to draw accurate proportions. How to design a building that fits a specific brief. How to draw an idea in the style of an architect that is annotated to	

		How to add details to felt by twisting small amounts of wool. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.	How to make a scroll. How to make a zine.	depending on the desired effect. How to paint on fabric.	explain key features. How to draw from different views, such as a front or side elevation. How to interpret an idea in into a design for a structure.	
Knowledge of artists:	Understand how artists choose materials based on their properties in order to achieve certain effects. An artist is someone who creates. Frank Bowling Veronika Richterová	Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Create work from a brief, understanding that artists are sometimes commissioned to create art. David Hockney Stephen Wiltshire	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Da Vinci Picasso	Use subject vocabulary confidently to describe and compare creative works. Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Art is influenced by the time and place it was made, and this affects how people interpret it.	Discuss how artists create work with the intent to create an impact on the viewer. Artists are influenced by what is going on around them; for example, culture, politics and technology. Monet Lowry	Artists can use symbols in their artwork to convey meaning. Art can be a form of protest.

				John Dyer		
Colour	Know that the primary colours are red, yellow and blue.	How to overlap cellophane/tissue to create new colours.	Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. How to use colour mixing to make natural colours.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Pattern	Know a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular and change in ways you wouldn't expect.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Know that texture means 'what something feels like'. Know different marks can be used to represent the textures of objects.	Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.		How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

	Know different drawing tools make different marks.					
Line	Know that drawing tools can be used in a variety of ways to create different lines.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.
Shape	Know a range of 2D shapes and confidently draw these.	Patterns can be made using shapes. Shapes can be organic (natural) and irregular.	Negative shapes show the space around and between objects.	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
Form		That 'composition' means how things are arranged on the page. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).	Using lighter and darker tints and shades of a colour can create a 3D effect.		
Sketchbooks	Use sketchbooks to explore ideas	Experiment in sketchbooks, using drawing to record ideas.	Use sketchbooks for a wider range of purposes, for example recording things using		Confidently use sketchbooks for purposes including recording	How to use sketchbooks to research and

		Use sketchbooks to help make decisions about what to try out next.	drawing and annotations, planning and taking next steps in a making process.		observations and research, testing materials and working towards an outcome more independently. How to use sketchbooks to research and present information about an artist.	present information.
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DT: Progression of Knowledge and Skills

	Year One	Year Two	Year Three	Year Four	Year Five	Year 6
Design	Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for – by identifying the user. Stating what they intend to make and why – by identifying the purpose. Talking about ideas with purpose and user in mind. Talking about existing products when generating ideas.	Generating and communicating ideas using sketching and modelling. Creating a design criteria for a moving monster as a class. Designing a moving monster for a specific audience in accordance with a design criteria.	Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes. Designing and/or decorating a castle tower on CAD software. Problem solving by suggesting potential features on a micro:bit and justifying my ideas. Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. Developing design ideas through annotated sketches to create a product concept.	Designing a biscuit within a given budget. Identifying a target audience. Designing a shape that reduces air resistance. Personalising a design. Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	Considering the proportions of individual components. Noticing wider-reaching problems or needs in the community. Identifying a wide range of needs and potential barriers through market research. Writing more complex problem statements that consider multiple factors and constraints. Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost.	Writing a design brief from information submitted by a client. Developing design criteria to fulfil the client's request. Developing a product idea through annotated sketches. Drawing a design from three different perspectives. Modelling ideas through prototypes.

	Using basic drawing skills to communicate ideas. Using a template to create a design for a puppet. To know that drawing a design idea is useful to see how an idea will look.		Developing design criteria to respond to a design brief.		Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. Using a series of prototypes to refine and improve their designs.	
Make	Planning more than one step ahead. Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting	Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures.	Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials. Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.	Following a baking recipe. Understanding safety and hygiene rules. Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design. Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut	Making a developed recipe. Creating a 3D stuffed toy from a 2D design. Measuring, marking and cutting fabric accurately and independently. Creating strong and secure blanket stitches when joining fabric. Threading needles independently. Using appliqué to attach pieces of fabric decoration.	Programming a N,E, S,W cardinal compass. Demonstrating a functional program as part of a product concept. Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high-quality finish. Making and testing a circuit.

	and glue for joining). Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Finding the middle of an object. Refining their grip to cut competently and confidently. Cutting straight lines and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Puncturing holes. Recognising the edges of paper and card need to be stuck firmly using a glue stick.	Comparing the stability of different shapes. Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly.	Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to decorate or join fabric. Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors.	and attach materials. Assembling a torch according to the design and success criteria.	Sewing blanket stitch to join fabric. Applying blanket stitch so the spaces between the stitches are even and regular. Consistently apply safety instructions. Select appropriate scissors to handle delicate cutting tasks and challenging materials. Cutting patterns and drawings accurately. In supervised groups, using hot glue guns safely. Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. Choosing PVA glue over hot glue for its safety when joining materials in less intensive projects.	Incorporating a circuit into a base.
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	Using tools, like scissors, to create shapes. Beginning to use controlled painting or colouring techniques to finish a product. Adding texture to create visual interest. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. To know that there are various temporary methods of joining fabric by using staples, glue or pins.					
Evaluate	Discussing existing products, saying what they like about them. Comparing two products and	Testing the strength of their own structures. Identifying the weakest part of a structure.	Evaluating own work and the work of others based on the aesthetic of the finished product and	Evaluating and comparing a range of products. Suggesting modifications. Adapting a recipe.	Testing and evaluating an end product and giving points for further improvements.	Testing their own and others' finished games, identifying what went well and making suggestions for improvement.

	discussing which is better for a specific purpose. Discussing how their products could be improved based on personal preferences. Comparing their finished products with their original designs. Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Reflecting on a finished product, explaining likes and dislikes.	Evaluating the strength, stiffness and stability of their own structure. Evaluating own designs against design criteria. Using peer feedback to modify a final design.	in comparison to the original design. Suggesting points for modification of the individual designs. Analysing and evaluating an existing product. Using feedback from peers to improve a design.	Evaluating an adapted recipe. Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. Evaluating electrical products. Testing and evaluating the success of a final product.	Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. Considering alternative materials, tools or techniques that could enhance the product. Providing feedback that is helpful, specific, and encouraging.	
Technical knowledge	Recognising and exploring everyday objects that have mechanisms.	To know that mechanisms are a collection of moving parts that work together as a	To understand that wide and flat based objects are more stable.	To understand that all moving things have kinetic energy. To understand that kinetic energy is the	To know that blanket stitch is useful to reinforce the edges of a fabric material or	To know that accelerometers can detect movement. To understand that sensors can be

		machine to produce movement. To know that there is always an input and an output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.	To understand the importance of strength and stiffness in structures. To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. To know that a micro:bit is a pocket-sized, codable computer. To know that a simulator is able to replicate the functions of an existing piece of technology. To know what the 'Digital revolution' is and features of some of the products that have evolved as a result. To understand what is meant by 'point of sale display.'	energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance. Electrical conductors are materials which electricity can pass through. Electrical insulators are materials which electricity cannot pass through. A battery contains stored electricity that can be used to power products.	join two pieces of fabric. To understand that it is easier to finish simpler designs to a high standard. To know that soft toys are often made by creating appendages separately and then attaching them to the main body. To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.	useful in products as they mean the product can function without human input. To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. To know that 'multifunctional' means an object or product has more than one function. To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing. To know that 'form' means the shape and appearance of an object.
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			To know that CAD stands for 'Computer-aided design'. To know what a focus group is by taking part in one. To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. To understand that a product's function relies on material choices. To identify and explain some materials and explain their aesthetic and functional properties.	An electrical circuit must be complete for electricity to flow. A switch can be used to complete and break an electrical circuit.		To know the difference between 'form' and 'function'. To understand that 'fit for purpose' means that a product works how it should and is easy to use. To know that 'form over purpose' means that a product looks good but does not work very well. To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives 'top view', 'side view' and 'back'.
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Cooking and nutrition	Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging. That a blender is a machine which mixes ingredients together into a smooth liquid.			That the amount of an ingredient in a recipe is known as the 'quantity'. That safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe. That products often have a target audience.	Explaining the farm-to-fork process. Researching existing recipes. Suggesting alternative ingredients. Analysing nutritional content. Writing an alternative recipe. Understanding cross-contamination. That beef comes from cows reared on farms. That recipes can be adapted to suit nutritional needs and dietary requirements. That nutritional information is found on food packaging. That coloured chopping boards can prevent cross-contamination. That food packaging serves many purposes.	Writing a recipe, explaining the key steps, method and ingredients. Following a recipe, including using the correct quantities of each ingredient. Working to a given timescale. Working safely and hygienically with independence. Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Evaluating health and safety in production to minimise cross contamination. That 'flavour' is how a food or drink tastes.
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	That a fruit has seeds and a vegetable does not. That fruits grow on trees or vines. That vegetables can grow either above or below ground. That vegetables are any edible part of a plant.					That many countries have 'national dishes' which are recipes associated with that country. That 'processed food' means food that has been put through multiple changes in a factory. That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. What happens to a certain food before it appears on the supermarket shelf (farm to fork).
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Greater Depth

What does "Mastery in Art and D.T" look like?

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in Art and D.T?

In the Art and D.T curriculum Mastery is when a child is able to research in greater depth and adapt ideas and process into their own work. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work, they are more analytical and work independently to assess and improve. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.

How would a child's Mastery of Art present itself?

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

Examples of Cultural Capital in Art and D.T

The aim of art and D.T teaching is to:

- Encourage curious learners who can use their knowledge and skills in art and D.T
- Promote curiosity about different pieces of artwork, media and resources to develop their knowledge
- Focus on artists from different cultures
- Enable pupils to articulate and communicate their learning verbally to show their understanding on a particular skills or artist
- Use their knowledge and skills across the curriculum through the use of technology, electrical systems, music and drama
- Get children thinking critically about the purpose of art and the messages it portrays
- Provide 'hands on' learning through the use of different media.
- Celebrate pupils' final pieces through displays, enabling them to take pride in their work and to promote individuality
- Provide an insight as to why certain artists create in different ways
- Develop resilient learners who are willing to try new things and to persevere even when challenged
- Give children the knowledge to use ambitious vocabulary when talking about artwork, designs and creations
- Provide opportunities for the use of the outdoor learning environment
- Enable children to create for a purpose
- Promote enjoyment and enthusiasm for learning about everyday art around them from an early age
- Develop children's ability to think critically and understand how art and D.T reflects and shapes history
- Encourage children to think creatively and imaginatively
- Develop key life skills such as resilience, problem-solving and collaboration
- Enable children to explore and develop their own ideas
- Encourage children to evaluate and analyse creative works
- Understand the historical and cultural developments of a variety of art forms
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- Enable children to successfully participate in an increasingly technological world
- Teach children the principles of nutrition and give them the knowledge to be able to cook

The skills gained through studying art and D.T are useful for many careers such as:

- Professional artist
- Sculptor
- Animator
- Graphic designer
- Photographer
- Illustrator
- Print maker
- Fashion designer
- Interior designer
- Art curator
- Art historian
- Comic designer
- Set design
- Costume designer
- Art therapist
- Logo designer
- Product designer
- Video game designer
- Civil engineer
- Robotics engineer
- Joiner
- Sound engineer
- Architect
- Electrician
- Marketing
- Baker
- Chef

Long Term Plan for Art/DT following Kapow - from January 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Soup (unit) Hibernation boxes Marvellous marks (unit)	Bookmarks (unit) Sliding Santa chimneys Nature wreath Paint my world (unit) Salt dough decorations	Creation station (unit) Threading snowflakes	Boats (unit) Hanging eggs Egg threading	Flower threading Let's get crafty (unit) Petal suncatchers	Rainbow salad Salt painting
Y1	Make your mark (5)	Wheels and axels (4) + Christmas crafts	Colour splash (5)	Puppets (4)	Artist focus: Frank Bowling & Veronika Richterová	Smoothies (6)
Y2	Tell a story (5) Hockney & Wiltshire	Life in colour (5)	Clay house sculpture (5)	Baby Bear's Chair (4) Balanced diet lesson 1	Making a moving monster (4)	Map it out (5)
Y3	Pre-historic painting (5) Pneumatic toys (lesson 1)	Constructing a castle (4) Volcanoes	Wearable technology (6)	Ancient Egyptian scrolls (5)	Egyptian collars (4)	Growing artists (5) Da Vinci & Picasso
Y4	Power prints (5)	Light and dark (5)	Adapting a recipe (6)	Making a slingshot car (4) John Dyer	Fabric of nature (5)	Torches (4)
Y5	I need space (5)	Architecture (5) Monet & Lowry	Developing a recipe (6)	Stuffed toys (4) Clay modelling Maya/Mayan masks	Gears and pulleys (5)	Portraits (5)
Y6	Artist study (7)	Navigating the world (5)	Make my voice heard (5)	Come dine with me (6)	Steady hand game (4)	Making memories (5)

Art:  Drawing  Painting & mixed media  Sculpture and 3D  Craft and design

D.T:  Mechanisms  Structures  Textiles  Mechanical systems  Digital world  Cooking & nutrition  Electrical systems