

Art and DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	D and T Cooking and nutrition Preparing a healthy snack/meal for an athlete.	Art - Printmaking and Collage- Working with shape and colour	D and T Mechanisms (one moving part): Create a simple pop up toy using different materials incorporating the use of a slider – (textiles, junk material and card) Textiles Use textiles to make a logo related to the locality or school (assemble, join and combine)	Art - Drawing - Be and Architect	D and T Mechanisms (axle): Create a swing for a play person which includes a moving part making use of stiff card incorporating an axle	Art - Drawing and Collage -Making Birds
Cycle A 2022/2023	Food – healthy and	Substantive	Designing/Making/	Substantive	Designing/Making/	Substantive
	<u>varied diets> -</u> develop the	knowledge Understand that	Evaluating Begin to research	knowledge Continue to build	Evaluating Begin to research	knowledge Understand there is
	perfect packed	screen prints are	existing products	understanding that	existing products	a relationship
	lunch that is tasty,	made by forcing ink	before designing	sketchbooks are	before designing	between drawings
	healthy and	over a stencil.	their own • When	places for personal	their own • When	on paper (2d) and
	appetising		researching, find	experimentation.	researching, find	making (3d). That we can transform
	Understand where	Understand that mono print can be	out how products work and which	Understand that	out how products work and which	2d drawings into 3d
	a range of food	used effectively to	materials have	the way each	materials have	objects.
	comes from that it	create prints which	been used. • Use	persons'	been used. • Use	
	is grown, reared or	use line. That	own ideas to design	sketchbook looks is	own ideas to design	
	caught. Explore	screen prints can	something •	unique to them.	something •	Understand collage
	seasonality of fruit	be used to create	Describe how their		Describe how their	is the art of using
	and vegetables,	prints which use	own idea works •		own idea works •	



n	meat and fish in	thicker lines and /	Design a product	Understand the	Design a product	elements of paper
c	countries/continen	or shapes.	which moves •	role of an architect.	which moves •	to make images.
t	ts studied in		Explain to someone		Explain to someone	
0	Geography. –	Collage	else how they want	Understand when	else how they want	Understand we can
c	celebrate cultural	Understand that	to make their	we make sculpture	to make their	create our own
U	uses.	we can combine	product • Make a	by adding materials	product • Make a	papers with which
		collage with other	simple plan before	it is called	simple plan before	to collage.
C	Deconstruct/evalua	disciplines such as	making • Begin to	Construction.	making • Begin to	
t	te a range of	drawing,	develop their own		develop their own	
p	packed lunches in	printmaking and	ideas through	Understand artists	ideas through	Understand that
r	reference to the	making.	drawings, and	take their	drawings, and	sculpture is the
E	Eatwell plate. Fruit		where appropriate,	inspiration from	where appropriate,	name sometimes
	and vegetables,		make templates or	around them,	make templates or	given for artwork
	carbohydrates,	Continue to build	mock ups of their	collecting and	mock ups of their	which exists in
	protein, fats and	understanding that	initial ideas using	transforming.	initial ideas using	three dimensions.
	pils.	sketchbooks are	ICT (if needed). ,		ICT (if needed). ,	
	5115.	places for personal	Use own ideas to	Understand that in	Use own ideas to	Understand the
ι	Use Market	experimentation.	make something •	art we can	make something •	meaning of "Design
r	research		Assemble and join	experiment and	Assemble and join	through Making <u>M</u>
t	techniques :	Understand that	materials using a	discover things for	materials using a	
C	questionnaire	the way each	variety of methods	ourselves.	variety of methods	Look at the work of
(using open and	persons'	Begin to build		Begin to build	artists who draw,
	closed questioning)	sketchbook looks is	structures,	Look at the work of	structures,	sculptors, and
	Analyse results to	unique to them.	exploring how they	a printmaker, an	exploring how they	painters, listening
	dentify target		can be made	architect, and	can be made	to the artists'
	audience. Use this	Make a new	stronger, stiffer	artists and learn to	stronger, stiffer	intention behind
	to inform design	sketchbook (Elastic	and more stable.	dissect their work	and more stable.	the work and the
	criteria. Include at	Band of Hole	Explore the use of	to help build	Explore the use of	context in which it
	east one healthy	Punch) OR make	different	understanding. Understand how	different	was made.
	dip (i.e. humus)	Spaces and Places inside a bought	mechanisms (for	the artists	mechanisms (for	Understand we
	• •	sketchbook.	example sliders, wheels and axles)	experience feeds	example sliders, wheels and axles)	may all have
	and one healthy	SKELLIDUUK.	in their products.	into their work.		•
t	treat (i.e. an oat		in their products.	into their work.	in their products.	different responses



bar) Join and	To understand that	With help,		With help,	in terms of our
combine a range of	visual artists look	measure, mark out	Understand we	measure, mark out	thoughts and the
ingredients.	to other artforms	and cut a range of	may all have	and cut a range of	things we make.
Literacy link – read	for inspiration.	materials. • Use	different responses	materials. • Use	That we may share
and follow a range		tools safely (e.g.	in terms of our	tools safely (e.g.	similarities.
of recipes.	Look at the work of	scissors and a hole	thoughts and the	scissors and a hole	Understand all
	an artist who uses	punch). • Begin to	things we make.	punch). • Begin to	responses are valid.
Prepare a packed	gestural marks	assemble, join and	That we may share	assemble, join and	
lunch using good	which convey	combine materials	similarities.	combine materials	
health and hygiene	movement,	and components	Understand all	and components	
techniques; hand	illustrators and	together using a	responses are valid	together using a	
washing, long hair	makers who take	variety of		variety of	
tied back, aprons,	inspiration from	temporary		temporary	
clean work surface,	literature, painters	methods (e.g. glue		methods (e.g. glue	
etc.	who also use	or sellotape).		or sellotape).	
	textiles and artists	Begin to use simple		Begin to use simple	
Vocab: ingredients,	who animate their	finishing		finishing	
nutrients, choice,	work.	techniques to improve the		techniques to improve the	
pre-cooked,	Understand artists	appearance of their		appearance of their	
processed, fresh,	often collaborate	products , Describe		products , Describe	
cutting, peeling,	on projects,	how something		how something	
blend, claw, bridge,	bringing different	works • Explain		works • Explain	
grating, chopping.,	skills together.	what works well		what works well	
appealing, suitable	skins together.	and not so well in		and not so well in	
tools and	Deconstruct and	the model they		the model they	
techniques, , clean	discuss an original	have made • Begin		have made • Begin	
allergies,	artwork, using the	to evaluate their		to evaluate their	
Develop av site	sketchbooks to	products as they		products as they	
Develop pupils	make visual notes	are developed,		are developed,	
knowledge of healthy eating	to nurture pupils	identifying		identifying	
choices and that	own creative	strengths and		strengths and	
		possible changes		possible changes	



food comes from	response to the	they might make. ,		they might make. ,	
plants and animals.	work.	Make their own		Make their own	
		model stronger •		model stronger •	
	Understand we				
	may all have				
	different responses				
	in terms of our				
	thoughts and the				
	things we make.				
	That we may share				
	similarities.				
	Understand all				
	responses are valid.				
Technical	Implicit	Technical	Implicit	Technical	Implicit
Knowledge/Skills	Knowledge/Skills	Knowledge/Skills/S	Knowledge/Skills	Knowledge/Skills/S	Knowledge/Skills
Cut food safely	Use mono print or	ticky Knowledge	Work in	ticky Knowledge	Pupils draw from
• Know that all	screen print over	Make their own	sketchbooks to:	Make their own	paused film,
food comes from	collaged work to	model stronger •		model stronger •	observing detail
either plants or	make a creative	Ũ	Explore the	Ŭ	using pencil,
animals.	response to an	Make a product	qualities of	Make a product	graphite,
Use basic food	original artwork.	that has at least	different media.	that has at least	handwriting pen.
handling, hygiene	Consider use of	one moving part	Make visual notes	one moving part	01
practices and	layers to develop	e.g. wind/ simple	about artists	e.g. wind/ simple	Practice
personal hygiene	meaning.	motor powered	studied.	motor powered	observational
Know how to	0	boat		boat	drawing
prepare simple	Cut shapes from	Begin to assemble	Use drawing	Begin to assemble	
dishes safely and	paper (free hand)	and join materials	exercises to focus	and join materials	Combine collage
hygienically	and use as	(finishing	an exploration of	(finishing	with making by
without using a	elements with	techniques, cut and	observational	techniques, cut and	cutting and tearing
heat source.	which to collage,	• •	drawing (of objects	measure)	drawn imagery,
Know how to use	combined with	measure)	above) combined	ineasure)	manipulating it into
techniques such as	printmaking (see		with experimental		manipulating it into
teeningues such as	printing (see		with experimental		



cutting, peeling a	nd column 3	mark making, using	simple 3d forms to
grating.	"printmaking") to	graphite, soft	add to sculpture.
	make a creative	pencil, handwriting	
	response to an	pen.	Use construction
	original artwork.		methods to build.
	Explore positive	Use the Design	
	and negative	through Making	Use a combination
	shapes, line, colour	philosophy to	of two or more
	and composition.	construct with a	materials to make
		variety of materials	sculpture.
		to make an	
	Work in	architectural model	Work in a playful,
	sketchbooks to:	of a building,	exploratory way,
		considering shape,	responding to a
	Explore the	form, colour, and	simple brief, using
	qualities of	perspective.	Design through
	charcoal. <u>Gestural</u>	Consider interior	Making philosophy.
	Drawing with	and exterior.	
	<u>Charcoal</u>		Reflect upon the
		Use Design through	artists' work, and
	Make visual notes	Making philosophy	share your
	using a variety of	to playfully	response verbally
	media using the	construct towards	("I liked").
	"Show Me What	a loose brief.	
	You See" technique		Present your own
	when looking at	Reflect upon the	artwork (journey
	other artists work	artists' work, and	and any final
	to help consolidate	share your	outcome), reflect
	learning and make	response verbally	and share verbally
	the experience	("I liked").	("I enjoyed This
	your own. <u>Gestural</u>		went well").
	Drawing with	Present your own	
	Charcoal Working	artwork (journey	



with Chang 9	and any final	Como childron recu
with Shape &	and any final	Some children may
Colour Telling	outcome), reflect	feel able to share
<u>Stories</u>	and share verbally	their response
	("I enjoyed… This	about classmates
Develop mark	went well").	work.
making skills.		
	Talk about	
Brainstorm	intention.	
animation ideas.		
	Share responses to	
Reflect upon the	classmates work,	
artists' work, and	appreciating	
share your	similarities and	
response verbally	differences.	
("I liked I didn't		
understand it	Document work	
reminded me	using still image	
of").	(photography) or	
	by making a	
Present your own	drawing of the	
artwork (journey	work. If using	
and any final	photography	
outcome), reflect	consider lighting	
	and focus. Some	
and share verbally		
("I enjoyed This	children may make	
went well I would	films thinking	
have liked next	about viewpoint,	
time I might).	lighting &	
Talk about	perspective.	
intention.		
Work		
collaboratively to		



		present outcomes				
		to others where				
		appropriate.				
		Present as a team.				
		Share responses to				
		classmates work,				
		appreciating				
		similarities and				
		differences. Listen				
		to feedback about				
		your own work and				
		respond.				
		Document work				
		using still image				
		(photography) or				
		by making a				
		drawing of the				
		work. If using				
		photography				
		consider lighting				
		and focus. Some				
		children may make				
		films thinking				
		about viewpoint,				
		lighting &				
		perspective. <u>All</u>				
		Pathways for Year 3				
	Painting –	DT – make a range	Drawing and	DT - Structures (tall	Simple	Mechanisms (axle
E	Expressive painting	of savoury dishes	Collage – Explore	and stable): Create	Printmaking	and wheels):
			and Draw	a tall structure of		Create a moving
				at least 30cm		vehicle with axles



			(something that		and wheels – links
			looks aesthetically		to historical unit
			pleasing having		on transport and
			explored tall		reflects transport
			buildings in		through the ages –
			London) using a		create a Victorian
			range of straws,		style vehicle that
			junk material, card		moves
			(Homework		
			project)		
			Textiles (join by		
			sewing) and		
			Structures (stable):		
			Create a Kenyan		
			village mud hut		
			with a textile roof		
			which incorporates		
			an African style		
			design (which		
			includes some		
			sewing) and is		
			aesthetically		
			pleasing. Base		
			made of a		
			malleable material		
			e.g. clay, plasticine		
Substantive	Designing/Making/	Substantive	Designing/Making/	Substantive	Designing/Making/
knowledge	Evaluating	knowledge	Evaluating	knowledge	Evaluating
Understand that	Begin to develop	Understand that	Begin to develop	Understand prints	Begin to develop
some painters use	their design ideas	we can use	their design ideas	are made by	their design ideas
expressive, gestural	using research and	different media	using research and	transferring an	using research and
marks in their	discussion with	(sometimes	discussion with	image from one	discussion with
work, often	peers and adults.	combined in one	peers and adults.		peers and adults.



resulting in	Understand the	drawing) to capture	Understand the	surface to another.	Understand the
abstract,	purpose of their	the nature of things	purpose of their		purpose of their
expressionist	product • Have an	we find.	product • Have an	Understand relief	product • Have an
painting.	identified target		identified target	prints are made	identified target
	group in mind	Understand that	group in mind	when we print	group in mind
Understand that	when designing	we can hold our	when designing	from raised images	when designing
the properties of	and making a	drawing tools in a	and making a	(plates).	and making a
the paint that you	simple product. •	variety of ways,	simple product. •		simple product. •
use, and how you	Think of an idea	experimenting with	Think of an idea	Look at the work of	Think of an idea
use it, will affect	and plan what to	pressure, grip and	and plan what to	artists who draw,	and plan what to
your mark making.	do next • Explain	speed to affect line.	do next • Explain	sculptors, and	do next • Explain
	why they have		why they have	painters, listening	why they have
Understand that	chosen specific	Continue to build	chosen specific	to the artists'	chosen specific
primary colours can	textiles or materials	understanding that	textiles or materials	intention behind	textiles or materials
be mixed together	 Draw a simple 	sketchbooks are	 Draw a simple 	the work and the	 Draw a simple
to make secondary	design and label	places for personal	design and label	context in which it	design and label
colours of different	the parts of their	experimentation.	the parts of their	was made.	the parts of their
hues.	product • develop		product • develop		product • develop
	their own ideas	Understand that	their own ideas	Understand we	their own ideas
Understand the	through drawings,	the way each	through drawings,	may all have	through drawings,
concept of still life.	and where	persons'	and where	different responses	and where
	appropriate, make	sketchbook looks is	appropriate, make	in terms of our	appropriate, make
Understand artists	templates or mock	unique to them.	templates or mock	thoughts and the	templates or mock
take their	ups of their initial		ups of their initial	things we make.	ups of their initial
inspiration from	ideas using ICT (if	Make a new	ideas using ICT (if	That we may share	ideas using ICT (if
around them,	needed). , Choose	sketchbook (Elastic	needed). , Choose	similarities.	needed). , Choose
collecting and	tools and materials	Band of Hole	tools and materials	Understand all	tools and materials
transforming.	and explain why	Punch) OR make	and explain why	responses are valid.	and explain why
	they have chosen	Spaces and Places	they have chosen		they have chosen
Understand that in	them • Join	inside a bought	them • Join		them • Join
art we can	materials and	sketchbook.	materials and		materials and
experiment and	components in		components in		components in
	different ways,	Collage	different ways,		different ways,



discover things for ourselves.• Start to evaluate their products as they are developed, a printmaker, an architect, and artists and lean to blied structures, dissect their work to help build• Start to evaluate they are collage with other collage with other masking tape. • Can identify andincluding glue, sellotape and can identify andUnderstand that a printmaker, an architect, and artists and lean to blied their work to help buildStrengths and printmake. prostible changes they might make. •Can identify and drawing, name a simple selection of hand selection of hand selection of hand selection of hand tools (e.g. scissors). Drawtools (e.g. scissors). tools (e.g. scissors)tools (e.g. scissors) tools (e.g. scissors)Understanding.talk about their they like and dislike product.Understand artists take their take theirtechniques that take their take theirhave been have been take their take their take theirhave been takether Use takether Usehave been takether UseUnderstand we may all have thoughts and that thoughts and the things we make.Understand that in shaping and joining art we can experiment and discover things for ourselves.simple product. • build structures, exploring how they can be madesimple product. • build structures, exploring how they can be madebuild structures, exploring how they can be made
Look at the work of a printmaker, an architect, and attists and learn to blisect their work to help buildthey are developed, identifying strengths and possible changes they might make.collage with other disciplines such as printmaking and selection of hand selection of hand selec
Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help builddeveloped, identifying strengths and possible changes they might make. •disciplines such as drawing, printmaking and making. Explore & DrawCan identify and name a simple selection of hand tools (e.g. scissors).Can identify and name a simple selection of hand tools (e.g. scissors).Can identify and name a simpleUnderstand now the artists into their work.talk about their ideas, saying what they like and dislike about their product.Understand dislike about their product.Understand artists take their inspiration from around them, teacher • UseCan identify and name a simple selection of hand tools (e.g. scissors).Can identify and name a simple selection of hand tools (e.g. scissors).Understand how into their work.talk about their product.Understand artists take their inspiration from around them, teacher • Usetechniques that teacher • Use simple sewing techniques including cutting, shaping and joining shaping and joining shaping and joining shaping and joining shaping and joining shaping and joining simple product. • build structures, exploring how theySimple product. • build structures, exploring how they
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That we may share can be made can be made
similarities. Look at the work of stronger, stiffer stronger, stiffer
Understand all a printmaker, an and more stable. • and more stable.
responses are valid. architect, and With help, With help,
Continue to buildartists and learn tomeasure, cut andmeasure, cut and
understanding thatdissect their workscore with somescore with some
sketchbooks are to help build accuracy. • Start to accuracy. • Start to
places for personal understanding. assemble, join and assemble, join and
experimentation. Understand how combine materials combine materials
the artists in order to make a in order to make a
Understand that experience feeds product. • Start to product. • Start to
the way each into their work. choose and use choose and use



persor	ns'		appropriate		appropriate
sketch	book looks is	Understand we	finishing		finishing
unique	e to them	may all have	techniques based		techniques based
		different responses	on their own ideas.		on their own ideas.
		in terms of our	, Evaluate their		, Evaluate their
		thoughts and the	work against their		work against their
		things we make.	design criteria. •		design criteria. •
		That we may share	Look at a range of		Look at a range of
		similarities.	existing products		existing products
		Understand all	and what they like		and what they like
		responses are valid.	and dislike about		and dislike about
			products and why.		products and why.
			 Start to evaluate 		 Start to evaluate
			their products as		their products as
			they are		they are
			developed,		developed,
			identifying		identifying
			strengths and		strengths and
			possible changes		possible changes
			they might make. •		they might make. •
			With confidence		With confidence
			talk about their		talk about their
			ideas, saying what		ideas, saying what
			they like and dislike		they like and dislike
			about their		about their
			product.		product.
Implic		Implicit	Technical	Implicit	Technical
	edge/Skills Knowledge/S	kills Knowledge/Skills	Knowledge/Skills	Knowledge/Skills	Knowledge/Skills
	e colour Know that		Make a model	Use hands and feet	Make a model
-	through everyone sho		stronger and more	to make simple	stronger and more
-	al mark eat at least five	ve environment,	stable • Use wheels	prints, using	stable • Use wheels
	g, initially portions of fru	uit collect natural	and axles, when	primary colours.	and axles, when
workir	ng without a	objects, explore			,



al of Ex us to Cr	ubject matter to llow exploration f media. xperiment with sing home made pols. reate an rrangement of	and vegetables each day. • Demonstrate how to prepare simple dishes safely and hygienically without using a heat source. •	composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus	appropriate to do so • Know how simple mechanisms work e.g. sliders and linkages • Make a product that has at least two moving parts.	Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer	appropriate to do so • Know how simple mechanisms work e.g. sliders and linkages • Make a product that has at least two moving parts.
ak pa ge us ak Ex cc Re ar sh re (" Pr ar ar ou	ne focus for an bstract still life ainting using estural marks sing skills learnt bove. xplore colour and olour mixing. eflect upon the rtists' work, and hare your esponse verbally 'I liked"). resent your own rtwork (journey nd any final utcome), reflect nd share verbally	such as cutting, peeling and grating. • Weigh ingredients to use in a recipe • Describe the ingredients used when making a dish or cake • Can talk about which food is healthy and which is not • Follow safe procedures for food safety and hygiene.	drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 "collage") which explore composition.		Explore concepts like "repeat" "pattern" "sequencing". Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Use sketchbooks to: Test out printmaking ideas	



("I enjoyed This	Make a new	Develop experience
went well").	sketchbook (Elastic	of primary and
	Band of Hole	secondary colours
Talk about	Punch) OR make	
intention.	Spaces and Places	Practice
	inside a bought	observational
Share responses to	sketchbook.	drawing
classmates work,		
appreciating	Work in	Explore mark
similarities and	sketchbooks to:	making
differences.		
	Explore the	Collage with
Document work	qualities of	painted papers
using still image	different media.	exploring colour,
(photography) or		shape and
by making a	Make close	composition.
drawing of the	observational	
work. If using	drawings of small	Reflect upon the
photography	objects, drawn to	artists' work, and
consider lighting	scale, working	share your
and focus. Some	slowly, developing	response verbally
children may make	mark making.	("I liked").
films thinking	5	· · · · · ·
about viewpoint,	Explore colour and	Present your own
lighting &	colour mixing.	artwork (journey
perspective.	U U U U U U U U U U U U U U U U U U U	and any final
	Make visual notes	outcome), reflect
	about artists	and share verbally
	studied.	("I enjoyed This
		went well").
	Collage	
	Use the	Some children may
	observational	feel able to share
	UDSCIVATIONAL	



drawings made	their response
(see column 1	about classmates
"drawing"), cutting	work.
the separate	
drawings out and	
using them to	
create a new	
artwork, thinking	
carefully about	
composition. Work	
into the collage	
with further	
drawing made in	
response to the	
collaged sheet.	
Explore & Draw	
Collage with	
drawings to create	
invented forms.	
Combine with	
making if	
appropriate.	
Reflect upon the	
artists' work, and	
share your	
response verbally	
("I liked").	
Present your own	
artwork (journey	
and any final	



Cycle C 2024/2025	Drawing – Gestural Drawing with Charcoal	Painting – telling stories	lighting & perspective. Textiles (measuring and creative): Create a weaving loom to use to produce a	Mechanisms (pulley): Create a mechanism for loading objects onto a boat which	Make – a three course balanced meal	Painting – Exploring Watercolour
			drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint,			
			Document work using still image (photography) or by making a			
			Share responses to classmates work, appreciating similarities and differences.			
			outcome), reflect and share verbally ("I enjoyed This went well"). Talk about intention.			



A4 floor mat which incorporates a incorporates a pulley system range of textiles (lifting 1 kg) - li and textures to geography u	inks
range of textiles (lifting 1 kg) - li and textures to geography u	
and textures to geography u	
0017	ta
of rivers	
Structures (sta	ble
and creative)	
Create an	
aesthetically	
pleasing struct	ure
specifically for	
their locality	
taking account	of
large structure	s
such as The An	
of the North. N	Nade
from construct	ion
kits e.g Meccar	10
(homework	
project)	
Substantive Substantive Designing/Making/ Designing/Mak	king/ Designing/Making/ Substantive
knowledge knowledge Evaluating Evaluating	Evaluating knowledge
Continue to build Research Research	Research Understand
Understand that understanding that independently and independently	and independently and watercolour is a
charcoal is a sketchbooks are generate some generate some	generate some media which uses
drawing medium places for personal ideas before ideas before	ideas before water and pigment.
that lends itself to experimentation. thinking about thinking about	thinking about
loose, gestural resources. • resources. •	resources. • Understand we can
marks made on a Understand that Consider the Consider the	Consider the use a variety of
larger scale. the way each purpose and purpose and	purpose and brushes, holding
persons' audience for their audience for th	eir audience for their them in a variety of
product • Order product • Order	r product • Order



Understand	sketchbook looks is	the main stages of	the main stages of	the main stages of	ways to make
charcoal and earth	unique to them.	making a product,	making a product,	making a product,	watercolour marks.
pigment were our		continually	continually	continually	
first drawing tools	Make a new	referring to	referring to	referring to	Look at the work of
as humans.	sketchbook (Elastic	purpose and	purpose and	purpose and	artists who draw,
	Band of Hole	establish criteria	establish criteria	establish criteria	sculptors, and
Know that	Punch) OR make	for a successful	for a successful	for a successful	painters, listening
Chiaroscuro means	Spaces and Places	product. • Prove	product. • Prove	product. • Prove	to the artists'
"light/dark" and we	inside a bought	that a design meets	that a design meets	that a design meets	intention behind
can use the	sketchbook.	the specification •	the specification •	the specification •	the work and the
concept to explore		Design a product	Design a product	Design a product	context in which it
tone in drawings.	Understand that	and make sure that	and make sure that	and make sure that	was made.
	many makers use	it meets the design	it meets the design	it meets the design	
Understand that	other artforms as	criteria including	criteria including	criteria including	Understand we
animators make	inspiration, such as	looking attractive	looking attractive	looking attractive	may all have
drawings that	literature, film,	(if needed) • Draw	(if needed) • Draw	(if needed) • Draw	different responses
move	drama or music.	annotated designs	annotated designs	annotated designs	in terms of our
		with labels that	with labels that	with labels that	thoughts and the
Continue to build	Understand that	detail their	detail their	detail their	things we make.
understanding that	when we make	material choices	material choices	material choices	That we may share
sketchbooks are	sculpture by	and suitability of	and suitability of	and suitability of	similarities.
places for personal	moulding with our	the given materials	the given materials	the given materials	Understand all
experimentation.	fingers it is called	 Learn about 	 Learn about 	 Learn about 	responses are valid.
	modelling (an	inventors,	inventors,	inventors,	
Understand that	additive process).	designers,	designers,	designers,	
the way each		engineers, chefs	engineers, chefs	engineers, chefs	
persons'	That clay and	and manufacturers	and manufacturers	and manufacturers	
sketchbook looks is	Modroc are soft	who have	who have	who have	
unique to them.	materials which	developed ground	developed ground	developed ground	
	finally dry/set hard.	breaking products.	breaking products.	breaking products.	
Make a new		Start to	Start to	Start to	
sketchbook (Elastic	An armature is an	understand	understand	understand	
Band of Hole	interior framework	whether their	whether their	whether their	



Punch) OR make	which support a	products can be	products can be	products can be	
Spaces and Places	sculpture.	recycled or reused.	recycled or reused.	recycled or reused.	
inside a bought		 When planning, 	 When planning, 	 When planning, 	
sketchbook.	To understand that	explain their	explain their	explain their	
	visual artists look	choices of	choices of	choices of	
To understand that	to other artforms	materials and	materials and	materials and	
visual artists look	for inspiration.	components,	components,	components,	
to other artforms		including function.	including function.	including function.	
for inspiration.	Look at the work of	 develop their 	 develop their 	 develop their 	
	an artist who uses	own ideas through	own ideas through	own ideas through	
Look at the work of	gestural marks	drawings, making	drawings, making	drawings, making	
an artist who uses	which convey	templates or mock	templates or mock	templates or mock	
gestural marks	movement,	ups of their initial	ups of their initial	ups of their initial	
which convey	illustrators and	ideas using ICT (if	ideas using ICT (if	ideas using ICT (if	
movement,	makers who take	needed). , Follow a	needed). , Follow a	needed). , Follow a	
illustrators and	inspiration from	step-by-step plan,	step-by-step plan,	step-by-step plan,	
makers who take	literature, painters	choosing the right	choosing the right	choosing the right	
inspiration from	who also use	equipment and	equipment and	equipment and	
literature, painters	textiles and artists	materials • Select	materials • Select	materials • Select	
who also use	who animate their	the most	the most	the most	
textiles and artists	work.	appropriate tools	appropriate tools	appropriate tools	
who animate their		and techniques for	and techniques for	and techniques for	
work.	Understand artists	a given task • Work	a given task • Work	a given task • Work	
	often collaborate	accurately to	accurately to	accurately to	
Understand artists	on projects,	measure, mark out,	measure, mark out,	measure, mark out,	
often collaborate	bringing different	make cuts, score,	make cuts, score,	make cuts, score,	
on projects,	skills together.	make holes and	make holes and	make holes and	
bringing different		assemble	assemble	assemble	
skills together.	Deconstruct and	components with	components with	components with	
	discuss an original	more accuracy. •	more accuracy. •	more accuracy. •	
Deconstruct and	artwork, using the	Start to work safely	Start to work safely	Start to work safely	
discuss an original	sketchbooks to	and accurately with	and accurately with	and accurately with	
artwork, using the	make visual notes	a range of simple	a range of simple	a range of simple	



sketchbooks to to	o nurture pupils	tools. • Choose	tools. • Choose	tools. • Choose	
make visual notes o	own creative	finishing	finishing	finishing	
to nurture pupils re	esponse to the	techniques to	techniques to	techniques to	
own creative w	vork.	improve the	improve the	improve the	
response to the		appearance of their	appearance of their	appearance of their	
work. U	Jnderstand we	products using a	products using a	products using a	
m	nay all have	range of equipment	range of equipment	range of equipment	
Understand we d	lifferent responses	including ICT •	including ICT •	including ICT •	
may all have ir	n terms of our	Start to understand	Start to think about	Start to understand	
different responses th	houghts and the	that mechanical	their ideas as they	that mechanical	
	hings we make.	systems (such as	make their product	systems (such as	
thoughts and the T	hat we may share	levers and linkages)	and be willing to	levers and linkages)	
things we make. si	imilarities.	create movement.	change things if	create movement.	
That we may share U	Jnderstand all	Start to think	they help them to	• Start to think	
similarities. re	esponses are valid.	about their ideas as	improve their work.	about their ideas as	
Understand all		they make their	Evaluate their	they make their	
responses are valid.		product and be	product against	product and be	
		willing to change	their original design	willing to change	
		things if they help	criteria (e.g. how	things if they help	
		them to improve	well it meets its	them to improve	
		their work. • Start	intended purpose).	their work. • Start	
		to measure, tape or	• Begin to	to measure, tape or	
		pin, cut and join	disassemble and	pin, cut and join	
		fabric with some	evaluate familiar	fabric with some	
		accuracy. , Explain	products and	accuracy. , Explain	
		how to improve a	consider the views	how to improve a	
		finished model •	of others to	finished model •	
		Know why a model	improve them. •	Know why a model	
		has or has not been	Evaluate the key	has or has not been	
		successful •	designs of	successful •	
		Evaluate their	individuals in DT	Evaluate their	
		product against	has helped shaped	product against	
		their original design	the world.	their original design	



ImplicitKnowledge/SkillsMake marks using charcoal using hands as tools.Explore qualities of mark available using charcoal.Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).	Implicit Knowledge/Skills Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). In Sketchbooks Make visual notes using a variety of media using the "Show Me What You See" technique when looking at	criteria (e.g. how well it meets its intended purpose). • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate the key designs of individuals in DT has helped shaped the world. Technical Knowledge/Skills Know how to strengthen a product by stiffening a given part or reinforce a part of the structure • Use a simple IT program within the design • Create a product that incorporates a pulley mechanism.	Technical Knowledge/Skills Know how to strengthen a product by stiffening a given part or reinforce a part of the structure • Use a simple IT program within the design • Create a product that incorporates a pulley mechanism.	criteria (e.g. how well it meets its intended purpose). • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate the key designs of individuals in DT has helped shaped the world. Technical Knowledge/Skills Describe how food ingredients come together • Weigh out ingredients and follow a given recipe to create a dish • Know when food is ready for harvesting • Demonstrate hygienic food preparation • Understand how to prepare and cook a variety of	Implicit Knowledge/Skills Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to
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	other artists work		predominantly	"imagine" an image
Option to explore	e to help consolidate		savoury dishes	within.
making gestural	learning and make		safely and	
drawings with	the experience		hygienically	Work back into
charcoal using th			including, where	your painting with
whole body (link	to		appropriate, the	paint, pen or
dance).	Develop mark		use of heat source.	coloured pencil to
	making skills.		Begin to	develop the
Work in			understand how to	imaginative
sketchbooks to:	Use Modroc or air			imagery.
	dry clay to model		use a range of	
Explore the	characters inspired		techniques, such as	Use sketchbooks
qualities of	by literature.		peeling, chopping,	to:
charcoal.	Consider form,		slicing, gracing,	
	texture, character,		mixing, spreading,	Develop experience
Make visual note			kneading and	of primary and
using a variety of			baking. • Begin to	secondary colours
media using the	Make an armature		know that to be	E share and
"Show Me What			active and healthy,	Explore mark
You See" technic	que sculpture.		food and drink are	making
when looking at other artists wor			needed to provide	Deflect week the
to help consolida			energy for the	Reflect upon the artists' work, and
learning and mal			body.	share your
the experience	response verbally			response verbally
your own.	("I liked I didn't			("I liked").
your own.	understand it			(TIKEU).
Develop mark	reminded me			Present your own
making skills.	of").			artwork (journey
				and any final
Reflect upon the	Present your own			outcome), reflect
artists' work, and	· ·			and share verbally
share your	and any final			



response verbally	outcome), reflect		("I enjoyed This
("I liked I didn't	and share verbally		went well").
understand it	("I enjoyed This		
reminded me	went well I would		Some children may
of").	have liked next		feel able to share
	time I might).		their response
Present your own	Talk about		about classmates
artwork (journey	intention.		work.
and any final			
outcome), reflect	Work		All Pathways for
and share verbally	collaboratively to		Year 1
("I enjoyed This	present outcomes		
went well I would	to others where		
have liked next	appropriate.		
time I might).	Present as a team.		
Talk about			
intention.	Share responses to		
	classmates work,		
Work	appreciating		
collaboratively to	similarities and		
present outcomes	differences. Listen		
to others where	to feedback about		
appropriate.	your own work and		
Present as a team.	respond.		
Share responses to	Document work		
classmates work,	using still image		
appreciating	(photography) or		
similarities and	by making a		
differences. Listen	drawing of the		
to feedback about	work. If using		
your own work and	photography		
respond.	consider lighting		
respond.			



Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.	and focus. Some children may make films thinking about viewpoint, lighting & perspective.				
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