



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 varied diets> - develop the perfect packed lunch that is tasty, healthy and appetising Understand where a range of food comes from that it is grown, reared or caught. Explore seasonality of fruit and vegetables,	Substantive knowledge Understand that screen prints are made by forcing ink over a stencil. Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use	Designing/Making/ Evaluating Begin to research existing products before designing their own • When researching, find out how products work and which materials have been used. • Use own ideas to design something • Describe how their own idea works •	Substantive knowledge Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them.	Designing/Making/ Evaluating Begin to research existing products before designing their own • When researching, find out how products work and which materials have been used. • Use own ideas to design something • Describe how their own idea works •	Substantive knowledge Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Understand collage is the art of using



	<p>meat and fish in countries/continents studied in Geography. – celebrate cultural uses.</p> <p>Deconstruct/evaluate a range of packed lunches in reference to the Eatwell plate. Fruit and vegetables, carbohydrates, protein, fats and oils.</p> <p>Use Market research techniques : questionnaire (using open and closed questioning) . Analyse results to identify target audience. Use this to inform design criteria. Include at least one healthy dip (i.e. humus) and one healthy treat (i.e. an oat</p>	<p>thicker lines and / or shapes.</p> <p>Collage</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p>Design a product which moves • Explain to someone else how they want to make their product • Make a simple plan before making • Begin to develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed). , Use own ideas to make something • Assemble and join materials using a variety of methods • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore the use of different mechanisms (for example sliders, wheels and axles) in their products. •</p>	<p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p>	<p>Design a product which moves • Explain to someone else how they want to make their product • Make a simple plan before making • Begin to develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed). , Use own ideas to make something • Assemble and join materials using a variety of methods • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore the use of different mechanisms (for example sliders, wheels and axles) in their products. •</p>	<p>elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of “Design through Making <u>M</u></p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses</p>
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	<p>bar) Join and combine a range of ingredients. Literacy link – read and follow a range of recipes.</p> <p>Prepare a packed lunch using good health and hygiene techniques; hand washing, long hair tied back, aprons, clean work surface, etc.</p> <p>Vocab: ingredients, nutrients, choice, pre-cooked, processed, fresh, cutting, peeling, blend, claw, bridge, grating, chopping., appealing, suitable tools and techniques, , clean allergies,</p> <p>Develop pupils knowledge of healthy eating choices and that</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative</p>	<p>With help, measure, mark out and cut a range of materials. • Use tools safely (e.g. scissors and a hole punch). • Begin to assemble, join and combine materials and components together using a variety of temporary methods (e.g. glue or sellotape). • Begin to use simple finishing techniques to improve the appearance of their products , Describe how something works • Explain what works well and not so well in the model they have made • Begin to evaluate their products as they are developed, identifying strengths and possible changes</p>	<p>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</p>	<p>With help, measure, mark out and cut a range of materials. • Use tools safely (e.g. scissors and a hole punch). • Begin to assemble, join and combine materials and components together using a variety of temporary methods (e.g. glue or sellotape). • Begin to use simple finishing techniques to improve the appearance of their products , Describe how something works • Explain what works well and not so well in the model they have made • Begin to evaluate their products as they are developed, identifying strengths and possible changes</p>	<p>in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
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	<p>food comes from plants and animals.</p>	<p>response to the work.</p> <p>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.</p>	<p>they might make. , Make their own model stronger •</p>		<p>they might make. , Make their own model stronger •</p>	
	<p>Technical Knowledge/Skills Cut food safely</p> <ul style="list-style-type: none"> • Know that all food comes from either plants or animals. • Use basic food handling, hygiene practices and personal hygiene • Know how to prepare simple dishes safely and hygienically without using a heat source. • Know how to use techniques such as 	<p>Implicit Knowledge/Skills Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see</p>	<p>Technical Knowledge/Skills/S ticky Knowledge Make their own model stronger • Make a product that has at least one moving part e.g. wind/ simple motor powered boat Begin to assemble and join materials (finishing techniques, cut and measure)</p>	<p>Implicit Knowledge/Skills Work in sketchbooks to:</p> <p>Explore the qualities of different media. Make visual notes about artists studied.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental</p>	<p>Technical Knowledge/Skills/S ticky Knowledge Make their own model stronger • Make a product that has at least one moving part e.g. wind/ simple motor powered boat Begin to assemble and join materials (finishing techniques, cut and measure)</p>	<p>Implicit Knowledge/Skills Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Practice observational drawing</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into</p>



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



		<p><u>with Shape & Colour Telling Stories</u></p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to</p>		<p>and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>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.</p>		<p>Some children may feel able to share their response about classmates work.</p>
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		<p>present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>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 Pathways for Year 3</u></p>				
Cycle B 2023/2024	Painting – Expressive painting	DT – make a range of savoury dishes	Drawing and Collage – Explore and Draw	DT - Structures (tall and stable): Create a tall structure of at least 30cm	Simple Printmaking	Mechanisms (axle and wheels): Create a moving vehicle with axles



				<p>(something that looks aesthetically pleasing having explored tall buildings in London) using a range of straws, junk material, card <i>(Homework project)</i></p> <p>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</p>		<p>and wheels – links to historical unit on transport and reflects transport through the ages – create a Victorian style vehicle that moves</p>
	<p>Substantive knowledge Understand that some painters use expressive, gestural marks in their work, often</p>	<p>Designing/Making/Evaluating • Begin to develop their design ideas using research and discussion with peers and adults. •</p>	<p>Substantive knowledge Understand that we can use different media (sometimes combined in one</p>	<p>Designing/Making/Evaluating • Begin to develop their design ideas using research and discussion with peers and adults. •</p>	<p>Substantive knowledge Understand prints are made by transferring an image from one</p>	<p>Designing/Making/Evaluating • Begin to develop their design ideas using research and discussion with peers and adults. •</p>



	<p>resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and</p>	<p>Understand the purpose of their product • Have an identified target group in mind when designing and making a simple product. • Think of an idea and plan what to do next • Explain why they have chosen specific textiles or materials</p> <p>• Draw a simple design and label the parts of their product • develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed). , Choose tools and materials and explain why they have chosen them • Join materials and components in different ways,</p>	<p>drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Collage</p>	<p>Understand the purpose of their product • Have an identified target group in mind when designing and making a simple product. • Think of an idea and plan what to do next • Explain why they have chosen specific textiles or materials</p> <p>• Draw a simple design and label the parts of their product • develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed). , Choose tools and materials and explain why they have chosen them • Join materials and components in different ways,</p>	<p>surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>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.</p>	<p>Understand the purpose of their product • Have an identified target group in mind when designing and making a simple product. • Think of an idea and plan what to do next • Explain why they have chosen specific textiles or materials</p> <p>• Draw a simple design and label the parts of their product • develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas using ICT (if needed). , Choose tools and materials and explain why they have chosen them • Join materials and components in different ways,</p>
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	<p>discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>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. Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each</p>	<ul style="list-style-type: none"> • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. • With confidence talk about their ideas, saying what they like and dislike about their product. 	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore & Draw</u></p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p>	<p>including glue, sellotape and masking tape. • Can identify and name a simple selection of hand tools (e.g. scissors). • Carry out finishing techniques that have been modelled by the teacher • Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product. • build structures, exploring how they can be made stronger, stiffer and more stable. • With help, measure, cut and score with some accuracy. • Start to assemble, join and combine materials in order to make a product. • Start to choose and use</p>		<p>including glue, sellotape and masking tape. • Can identify and name a simple selection of hand tools (e.g. scissors). • Carry out finishing techniques that have been modelled by the teacher • Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product. • build structures, exploring how they can be made stronger, stiffer and more stable. • With help, measure, cut and score with some accuracy. • Start to assemble, join and combine materials in order to make a product. • Start to choose and use</p>
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	persons' sketchbook looks is unique to them		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.	appropriate finishing techniques based on their own ideas. , Evaluate their work against their design criteria. • Look at a range of existing products and what they like and dislike about products and why. • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. • With confidence talk about their ideas, saying what they like and dislike about their product.		appropriate finishing techniques based on their own ideas. , Evaluate their work against their design criteria. • Look at a range of existing products and what they like and dislike about products and why. • Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. • With confidence talk about their ideas, saying what they like and dislike about their product.
	Implicit Knowledge/Skills Explore colour mixing through gestural mark making, initially working without a	Technical Knowledge/Skills Know that everyone should eat at least five portions of fruit	Implicit Knowledge/Skills Visit local environment, collect natural objects, explore	Technical Knowledge/Skills Make a model stronger and more stable • Use wheels and axles, when	Implicit Knowledge/Skills Use hands and feet to make simple prints, using primary colours.	Technical Knowledge/Skills Make a model stronger and more stable • Use wheels and axles, when



	<p>subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p> <p>Explore colour and colour mixing.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally</p>	<p>and vegetables each day. • Demonstrate how to prepare simple dishes safely and hygienically without using a heat source. • Demonstrate how to use techniques 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.</p>	<p>composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition.</p>	<p>appropriate to do so • Know how simple mechanisms work e.g. sliders and linkages • Make a product that has at least two moving parts.</p>	<p>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 the image.</p> <p>Explore concepts like “repeat” “pattern” “sequencing”.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas</p>	<p>appropriate to do so • Know how simple mechanisms work e.g. sliders and linkages • Make a product that has at least two moving parts.</p>
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	<p>(“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>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.</p>		<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Explore colour and colour mixing.</p> <p>Make visual notes about artists studied.</p> <p>Collage Use the observational</p>		<p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing</p> <p>Explore mark making</p> <p>Collage with painted papers exploring colour, shape and composition.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share</p>	
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“Let your light shine.”

Penguins

			<p>drawings made (see column 1 “drawing”), cutting 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. <u>Explore & Draw</u></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final</p>		<p>their response about classmates work.</p>	
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			<p>outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>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.</p>			
Cycle C 2024/2025	Drawing – Gestural Drawing with Charcoal	Painting – telling stories	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



			<p>A4 floor mat which incorporates a range of textiles and textures</p>	<p>incorporates a pulley system (lifting 1 kg) - links to geography unit of rivers</p> <p>Structures (stable and creative) Create an aesthetically pleasing structure specifically for their locality taking account of large structures such as The Angel of the North. Made from construction kits e.g Meccano (<i>homework project</i>)</p>		
	<p>Substantive knowledge</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p>	<p>Substantive knowledge</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’</p>	<p>Designing/Making/Evaluating</p> <p>Research independently and generate some ideas before thinking about resources. • Consider the purpose and audience for their product • Order</p>	<p>Designing/Making/Evaluating</p> <p>Research independently and generate some ideas before thinking about resources. • Consider the purpose and audience for their product • Order</p>	<p>Designing/Making/Evaluating</p> <p>Research independently and generate some ideas before thinking about resources. • Consider the purpose and audience for their product • Order</p>	<p>Substantive knowledge</p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of</p>



	<p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Understand that animators make drawings that move</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons’ sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole</p>	<p>sketchbook looks is unique to them.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is an interior framework</p>	<p>the main stages of making a product, continually referring to purpose and establish criteria for a successful product. • Prove that a design meets the specification • Design a product and make sure that it meets the design criteria including looking attractive (if needed) • Draw annotated designs with labels that detail their material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. • Start to understand whether their</p>	<p>the main stages of making a product, continually referring to purpose and establish criteria for a successful product. • Prove that a design meets the specification • Design a product and make sure that it meets the design criteria including looking attractive (if needed) • Draw annotated designs with labels that detail their material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. • Start to understand whether their</p>	<p>the main stages of making a product, continually referring to purpose and establish criteria for a successful product. • Prove that a design meets the specification • Design a product and make sure that it meets the design criteria including looking attractive (if needed) • Draw annotated designs with labels that detail their material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products. • Start to understand whether their</p>	<p>ways to make watercolour marks.</p> <p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>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.</p>
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	<p>Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the</p>	<p>which support a sculpture.</p> <p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes</p>	<p>products can be recycled or reused.</p> <ul style="list-style-type: none"> • When planning, explain their choices of materials and components, including function. • develop their own ideas through drawings, making templates or mock ups of their initial ideas using ICT (if needed). , Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task • Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy. • Start to work safely and accurately with a range of simple 	<p>products can be recycled or reused.</p> <ul style="list-style-type: none"> • When planning, explain their choices of materials and components, including function. • develop their own ideas through drawings, making templates or mock ups of their initial ideas using ICT (if needed). , Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task • Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy. • Start to work safely and accurately with a range of simple 	<p>products can be recycled or reused.</p> <ul style="list-style-type: none"> • When planning, explain their choices of materials and components, including function. • develop their own ideas through drawings, making templates or mock ups of their initial ideas using ICT (if needed). , Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task • Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy. • Start to work safely and accurately with a range of simple 	
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	<p>sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>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.</p>	<p>to nurture pupils own creative response to the work.</p> <p>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.</p>	<p>tools. • Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT • Start to understand that mechanical systems (such as levers and linkages) create movement. • Start to think about their ideas as they make their product and be willing to change things if they help them to improve their work. • Start to measure, tape or pin, cut and join fabric with some accuracy. , Explain how to improve a finished model • Know why a model has or has not been successful • Evaluate their product against their original design</p>	<p>tools. • Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT • Start to think about their ideas as they make their product and be willing to change things if they help them to improve their work. • Evaluate their product against their original design 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.</p>	<p>tools. • Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT • Start to understand that mechanical systems (such as levers and linkages) create movement. • Start to think about their ideas as they make their product and be willing to change things if they help them to improve their work. • Start to measure, tape or pin, cut and join fabric with some accuracy. , Explain how to improve a finished model • Know why a model has or has not been successful • Evaluate their product against their original design</p>	
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			<p>criteria (e.g. how well it meets its intended purpose).</p> <ul style="list-style-type: none"> • 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. 		<p>criteria (e.g. how well it meets its intended purpose).</p> <ul style="list-style-type: none"> • 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. 	
	<p>Implicit Knowledge/Skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p>	<p>Implicit Knowledge/Skills Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p> <p>In Sketchbooks</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>Implicit Knowledge/Skills Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to</p>



	<p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Reflect upon the artists’ work, and share your</p>	<p>other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final</p>			<p>predominantly savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p> <ul style="list-style-type: none"> • Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. 	<p>“imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours</p> <p>Explore mark making</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally</p>
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	<p>response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”).</p> <p>Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate.</p> <p>Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”).</p> <p>Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate.</p> <p>Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting</p>				<p>(“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p><u>All Pathways for Year 1</u></p>
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	<p>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.</p>	<p>and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>				
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