

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
	varied diets-	knowledge	Evaluating	knowledge	Evaluating	knowledge
	develop the	Understand that	Begin to research	Continue to build	Begin to research	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	places for personal	their own	on paper (2d) and
	appetising		When researching,	experimentation.	When researching,	making (3d). That
		Understand that	find out how	II. da de la	find out how	we can transform
	Understand where	mono print can be	products work and	Understand that	products work and	2d drawings into 3d
	a range of food	used effectively to	which materials	the way each	which materials	objects.
	comes from that it	create prints which	have been used.	persons'	have been used.	
	is grown, reared or	use line. That	Use own ideas to	sketchbook looks is	Use own ideas to	Understand college
	caught. Explore	screen prints can be used to create	design something Describe how their	unique to them.	design something Describe how their	Understand collage is the art of using
	seasonality of fruit	prints which use	own idea works		own idea works	is the art or using
	and vegetables,	prints willen use	Owil idea works		OWITIGEA WOLKS	



meat and fish	n thicker lines and /	Design a product	Understand the	Design a product	elements of paper
countries/cont	inen or shapes.	which moves	role of an architect.	which moves	to make images.
ts studied in		Explain to someone		Explain to someone	
Geography. –	Collage	else how they want	Understand when	else how they want	Understand we can
celebrate cultu	ıral Understand that	to make their	we make sculpture	to make their	create our own
uses.	we can combine	product	by adding materials	product	papers with which
	collage with other	Make a simple	it is called	Make a simple	to collage.
Deconstruct/e	valua disciplines such as	plan before making	Construction.	plan before making	
te a range of	drawing,	Begin to develop		Begin to develop	
packed lunche	s in printmaking and	their own ideas	Understand artists	their own ideas	Understand that
reference to the	ne making.	through drawings,	take their	through drawings,	sculpture is the
Eatwell plate.	Fruit	and where	inspiration from	and where	name sometimes
and vegetable	5,	appropriate, make	around them,	appropriate, make	given for artwork
carbohydrates	Continue to build	templates or mock	collecting and	templates or mock	which exists in
protein, fats a	understanding that	ups of their initial	transforming.	ups of their initial	three dimensions.
oils.	sketchbooks are	ideas using ICT (if		ideas using ICT (if	
	places for personal	needed). , Use own	Understand that in	needed). , Use own	Understand the
Use Market	experimentation.	ideas to make	art we can	ideas to make	meaning of "Design
research	I I a de colo a della d	something	experiment and	something	through Making <u>M</u>
techniques :	Understand that	Assemble and join	discover things for	Assemble and join	
questionnaire	the way each	materials using a	ourselves.	materials using a	Look at the work of
(using open ar	d persons' sketchbook looks is	variety of methods	Last at the week of	variety of methods	artists who draw,
closed questio	ning)	Begin to build	Look at the work of	Begin to build structures,	sculptors, and
. Analyse resul	ts to unique to them.	structures, exploring how they	a printmaker, an architect, and	exploring how they	painters, listening to the artists'
identify target	Make a new	can be made	artists and learn to	can be made	intention behind
audience. Use		stronger, stiffer	dissect their work	stronger, stiffer	the work and the
to inform design	Band of Hole	and more stable.	to help build	and more stable.	context in which it
criteria. Includ		Explore the use of	understanding.	Explore the use of	was made.
least one heal	•	different	Understand how	different	Tras made.
dip (i.e. humus	· ·	mechanisms (for	the artists	mechanisms (for	Understand we
and one health	, and the second	example sliders,	experience feeds	example sliders,	may all have
treat (i.e. an o	'	wheels and axles)	into their work.	wheels and axles)	different responses
treat (i.e. air o				13. 3	



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



food comes from plants and animals.	response to the work.  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.	identifying strengths and possible changes they might make. , Make their own model stronger		developed, identifying strengths and possible changes they might make. Make their own model stronger	
Technical Knowledge/Skills Cut food safely 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	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.  Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see	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)	Implicit Knowledge/Skills Work in sketchbooks to:  Explore the qualities of different media. Make visual notes about artists studied.  Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental	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)	Implicit Knowledge/Skills Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.  Practice observational drawing  Combine collage with making by cutting and tearing drawn imagery, manipulating it into



cutting, peeling and	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.	Consider interior	Making philosophy.
	Gestural Drawing	and exterior.	
	with Charcoal		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.		went well").
	Gestural Drawing	Present your own	
	with Charcoal	artwork (journey	



		 0 1:111
Working with	and any final	Some children may
Shape & Colour	outcome), reflect	feel able to share
Telling Stories	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 share verbally	and focus. Some	
("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.	perspective.	
interition.		
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				
Cycle B 2023/2024	Painting –	DT – make a range	Drawing and	DT - Structures (tall	Simple	Mechanisms (axle
	Expressive painting	of savoury dishes	Collage – Explore	and stable): Create	Printmaking	and wheels):
		,	and Draw	a tall structure of	J	Create a moving



				(something that looks aesthetically pleasing having explored tall buildings in London) using a		and wheels – links to historical unit on transport and reflects transport through the ages – create a Victorian
				range of straws, junk material, card (Homework project) Textiles (join by sewing) and Structures (stable):		style vehicle that moves
				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		
S	ubstantive	Designing/Making/	Substantive	malleable material e.g. clay, plasticine Designing/Making/	Substantive	Designing/Making/
	nowledge	Evaluating Begin	knowledge	Evaluating	knowledge	Evaluating
	Inderstand that	to develop their	Understand that	Begin to develop	Understand prints	Begin to develop
	ome painters use	design ideas using	we can use	their design ideas	are made by	their design ideas
	expressive, gestural	research and	different media	using research and	transferring an	using research and
	narks in their	discussion with	(sometimes	discussion with	image from one	discussion with
W	vork, often	peers and adults.	combined in one	peers and adults.		peers and adults.



	drawing) to capture the nature of things	Understand the	surface to another.	Understand the
abstract, purpose of their the	the nature of things			6.1
		purpose of their		purpose of their
· ·	we find.	product	Understand relief	product
painting. Have an identified		Have an identified	prints are made	Have an identified
	Jnderstand that	target group in	when we print	target group in
	we can hold our	mind when	from raised images	mind when
the properties of designing and d	drawing tools in a	designing and	(plates).	designing and
the paint that you making a simple vi	variety of ways,	making a simple		making a simple
use, and how you product.	experimenting with	product.	Look at the work of	product.
use it, will affect Think of an idea p	oressure, grip and	Think of an idea	artists who draw,	Think of an idea
your mark making. and plan what to s	speed to affect line.	and plan what to	sculptors, and	and plan what to
do next		do next	painters, listening	do next
Understand that Explain why they C	Continue to build	Explain why they	to the artists'	Explain why they
primary colours can have chosen u	understanding that	have chosen	intention behind	have chosen
be mixed together specific textiles or sl	sketchbooks are	specific textiles or	the work and the	specific textiles or
to make secondary materials p	places for personal	materials	context in which it	materials
colours of different Draw a simple e.	experimentation.	Draw a simple	was made.	Draw a simple
hues. design and label		design and label		design and label
the parts of their U	Jnderstand that	the parts of their	Understand we	the parts of their
Understand the product the	the way each	product	may all have	product
concept of still life. Develop their own p	persons'	Develop their own	different responses	Develop their own
ideas through sl	sketchbook looks is	ideas through	in terms of our	ideas through
Understand artists drawings, and u	unique to them.	drawings, and	thoughts and the	drawings, and
take their where appropriate,		where appropriate,	things we make.	where appropriate,
inspiration from make templates or N	Make a new	make templates or	That we may share	make templates or
·	sketchbook (Elastic	mock ups of their	similarities.	mock ups of their
collecting and initial ideas using B	Band of Hole	initial ideas using	Understand all	initial ideas using
	Punch) OR make	ICT (if needed).,	responses are valid.	ICT (if needed).,
	Spaces and Places	Choose tools and		Choose tools and
	nside a bought	materials and		materials and
	sketchbook.	explain why they		explain why they
experiment and have chosen them		have chosen them		have chosen them
· ·	Collage	Join materials and		Join materials and



discover things for	components in	Understand that	components in	components in
ourselves.	different ways,	we can combine	different ways,	different ways,
	Start to evaluate	collage with other	including glue,	including glue,
Look at the work of	their products as	disciplines such as	sellotape and	sellotape and
a printmaker, an	they are	drawing,	masking tape.	masking tape.
architect, and	developed,	printmaking and	Can identify and	Can identify and
artists and learn to	identifying	making. <u>Explore &amp;</u>	name a simple	name a simple
dissect their work	strengths and	<u>Draw</u>	selection of hand	selection of hand
to help build	possible changes		tools (e.g. scissors).	tools (e.g. scissors).
understanding.	they might make. •	Understand artists	Carry out finishing	Carry out finishing
Understand how	With confidence	take their	techniques that	techniques that
the artists	talk about their	inspiration from	have been	have been
experience feeds	ideas, saying what	around them,	modelled by the	modelled by the
into their work.	they like and dislike	collecting and	teacher	teacher
	about their	transforming.	Use simple sewing	Use simple sewing
Understand we	product.		techniques	techniques
may all have		Understand that in	including cutting,	including cutting,
different responses		art we can	shaping and joining	shaping and joining
in terms of our		experiment and	fabric to make a	fabric to make a
thoughts and the		discover things for	simple product.	simple product.
things we make.		ourselves.	build structures,	Build structures,
That we may share			exploring how they	exploring how they
similarities.		Look at the work of	can be made	can be made
Understand all		a printmaker, an	stronger, stiffer	stronger, stiffer
responses are valid.		architect, and	and more stable.	and more stable.
Continue to build		artists and learn to	With help,	With help,
understanding that		dissect their work	measure, cut and	measure, cut and
sketchbooks are		to help build	score with some	score with some
places for personal		understanding.	accuracy.	accuracy.
experimentation.		Understand how	Start to assemble,	Start to assemble,
		the artists	join and combine	join and combine
Understand that		experience feeds	materials in order	materials in order
the way each		into their work.	to make a product.	to make a product.



persons' sketchbook looks is unique to them  Start to choose and use appropriate finishing	Start to choose and use appropriate finishing techniques based
unique to them may all have finishing	finishing
, , , , , , , , , , , , , , , , , , ,	
different responses   techniques based	
in terms of our on their own ideas.	on their own ideas.
thoughts and the , Evaluate their	, Evaluate their
things we make.   work against their	work against their
That we may share   design criteria.	design criteria.
similarities. Look at a range of	Look at a range of
Understand all existing products	existing products
responses are valid.   and what they like	and what they like
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.
Implicit         Technical         Implicit         Technical         Implicit	Technical
Knowledge/Skills Knowledge/Skills Knowledge/Skills Knowledge/Skills Knowledge/Skills	Knowledge/Skills
Explore colour Know that Make a model Use hands and feet	Make a model
mixing through everyone should Visit local stronger and more to make simple	stronger and more
gestural mark eat at least five environment, stable prints, using	stable
making, initially portions of fruit collect natural primary colours.	



working without a	and vegetables	objects, explore	Use wheels and		Use wheels and
subject matter to	each day.	composition and	axles, when	Collect textured	axles, when
allow exploration	Demonstrate how	qualities of objects	appropriate to do	objects and make	appropriate to do
of media.	to prepare simple	through arranging,	so	rubbings, and press	SO
Experiment with	dishes safely and	sorting &	Know how simple	them into	Know how simple
using home made	hygienically	representing.	mechanisms work	plasticine to create	mechanisms work
tools.	without using a	Photograph.	e.g. sliders and	plates/prints (relief	e.g. sliders and
	heat source.		linkages	printing) exploring	linkages
Create an	Demonstrate how	Use drawing	Make a product	how we ink up the	Make a product
arrangement of		exercises to focus	that has at least	plates and transfer	that has at least
objects or	to use techniques	an exploration of		the image.	
elements. Use as	such as cutting,	observational	two moving parts.		two moving parts.
the focus for an	peeling and grating.	drawing (of objects		Explore concepts	
abstract still life	Weigh ingredients	above) combined		like "repeat"	
painting using	to use in a recipe	with experimental		"pattern"	
gestural marks	Describe the	mark making, using		"sequencing".	
using skills learnt	ingredients used	graphite, soft		Describe durant forms	
above.	when making a dish	pencil, handwriting		Pupils draw from first hand	
Evalore colour and	or cake	pen. Work with care and			
Explore colour and	Can talk about			observation,	
colour mixing.	which food is	focus, enjoying making drawings		observing detail using materials	
Reflect upon the	healthy and which	which are		above plus pastel,	
artists' work, and	is not	unrushed. Explore		oil pastel and or	
share your	Follow safe	quality of line,		pencil crayon.	
response verbally	procedures for	texture and shape.		perion crayon.	
("I liked").	food safety and	texture and snape.			
( Timesiii )	hygiene.	Create final		Use sketchbooks	
Present your own	,0	collaged drawings		to:	
artwork (journey		(see column 5			
and any final		"collage") which		Test out	
outcome), reflect		explore		printmaking ideas	
and share verbally		composition.			



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



Use the	their response
observational	about classmates
drawings made	work.
(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.	
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
outcome), reflect
and share verbally
("I enjoyed This
went well").
Talk about
intention.
Share responses to
classmates work,
appreciating
similarities and
differences.
uncichees.
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.



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 A4 floor mat which incorporates a range of textiles and textures	Mechanisms (pulley): Create a mechanism for loading objects onto a boat which incorporates a pulley system (lifting 1 kg) - links to geography unit of rivers  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 (homework project)	Make – a three course balanced meal	Painting – Exploring Watercolour
	Substantive knowledge	Substantive knowledge	Designing/Making/ Evaluating	Designing/Making/ Evaluating	Designing/Making/ Evaluating	Substantive knowledge
	Kilowieuge	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			



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



		materials which	and manufacturers	engineers, chefs	engineers, chefs	
1	Make a new	finally dry/set hard.	who have	and manufacturers	and manufacturers	
9	sketchbook (Elastic		developed ground	who have	who have	
1	Band of Hole	An armature is an	breaking products.	developed ground	developed ground	
1	Punch) OR make	interior framework	Start to understand	breaking products.	breaking products.	
	Spaces and Places	which support a	whether their	Start to understand	Start to understand	
i	inside a bought	sculpture.	products can be	whether their	whether their	
9	sketchbook.		recycled or reused.	products can be	products can be	
		To understand that	When planning,	recycled or reused.	recycled or reused.	
-	To understand that	visual artists look	explain their	When planning,	When planning,	
\	visual artists look	to other artforms	choices of	explain their	explain their	
1	to other artforms	for inspiration.	materials and	choices of	choices of	
l f	for inspiration.		components,	materials and	materials and	
		Look at the work of	including function.	components,	components,	
1	Look at the work of	an artist who uses	Develop their own	including function.	including function.	
6	an artist who uses	gestural marks	ideas through	Develop their own	Develop their own	
	gestural marks	which convey	drawings, making	ideas through	ideas through	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	which convey	movement,	templates or mock	drawings, making	drawings, making	
1	movement,	illustrators and	ups of their initial	templates or mock	templates or mock	
i	illustrators and	makers who take	ideas using ICT (if	ups of their initial	ups of their initial	
1	makers who take	inspiration from	needed). , Follow a	ideas using ICT (if	ideas using ICT (if	
i	inspiration from	literature, painters	step-by-step plan,	needed). , Follow a	needed). , Follow a	
	literature, painters	who also use	choosing the right	step-by-step plan,	step-by-step plan,	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	who also use	textiles and artists	equipment and	choosing the right	choosing the right	
1	textiles and artists	who animate their	materials	equipment and	equipment and	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	who animate their	work.	Select the most	materials Select	materials	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	work.		appropriate tools	the most	Select the most	
		Understand artists	and techniques for	appropriate tools	appropriate tools	
	Understand artists	often collaborate	a given task	and techniques for	and techniques for	
	often collaborate	on projects,	Work accurately to	a given task	a given task	
	on projects,	bringing different	measure, mark out,	Work accurately to	Work accurately to	
	bringing different	skills together.	make cuts, score,	measure, mark out,	measure, mark out,	
	skills together.		make holes and	make cuts, score,	make cuts, score,	

	Deconstruct and	assemble	make holes and	make holes and	
Deconstruct and	discuss an original	components with	assemble	assemble	
discuss an original	artwork, using the	more accuracy.	components with	components with	
artwork, using the	sketchbooks to	Start to work safely	more accuracy.	more accuracy.	
sketchbooks to	make visual notes	and accurately with	Start to work safely	Start to work safely	
make visual notes	to nurture pupils	a range of simple	and accurately with	and accurately with	
to nurture pupils	own creative	tools.	a range of simple	a range of simple	
own creative	response to the	Choose finishing	tools.	tools.	
response to the	work.	techniques to	Choose finishing	Choose finishing	
work.		improve the	techniques to	techniques to	
	Understand we	appearance of their	improve the	improve the	
Understand we	may all have	products using a	appearance of their	appearance of their	
may all have	different responses	range of equipment	products using a	products using a	
different responses	in terms of our	including ICT	range of equipment	range of equipment	
in terms of our	thoughts and the	Start to understand	including ICT	including ICT	
thoughts and the	things we make.	that mechanical	Start to think	Start to	
things we make.	That we may share	systems (such as	about their ideas as	understand that	
That we may share	similarities.	levers and linkages)	they make their	mechanical	
similarities.	Understand all	create movement.	product and be	systems (such as	
Understand all	responses are valid.	Start to think about	willing to change	levers and linkages)	
responses are valid.		their ideas as they	things if they help	create movement.	
		make their product	them to improve	Start to think about	
		and be willing to	their work.	their ideas as they	
		change things if	Evaluate their	make their product	
		they help them to	product against	and be willing to	
		improve their work.	their original design	change things if	
		Start to measure,	criteria (e.g. how	they help them to	
		tape or pin, cut and	well it meets its	improve their work.	
		join fabric with	intended purpose).	Start to measure,	
		some accuracy.,	Begin to	tape or pin, cut and	
		Explain how to	disassemble and	join fabric with	
		improve a finished	evaluate familiar	some accuracy.,	
		model	products and	Explain how to	



		Know why a model has or has not been successful 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.	consider the views of others to improve them. Evaluate the key designs of individuals in DT has helped shaped the world.	improve a finished model Know why a model has or has not been successful 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.	
Implicit Knowledge/Skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.	Implicit Knowledge/Skills Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making").	Technical Knowledge/Skills Know how to strengthen a product by stiffening a given part or reinforce a part of the structure	Technical Knowledge/Skills Know how to strengthen a product by stiffening a given part or reinforce a part of the structure	Technical Knowledge/Skills Describe how food ingredients come together Weigh out ingredients and follow a given recipe to create a dish	Implicit Knowledge/Skills Explore watercolour in an intuitive way to build understanding of the properties of the medium.



Make charcoal	In Sketchbooks	Use a simple IT	Use a simple IT	Know when food is	Paint without a
drawings which		program within the	program within the	ready for	fixed image of what
explore	Make visual notes	design	design	harvesting	you are painting in
Chiaroscuro and	using a variety of	Create a product	Create a product	Demonstrate	mind.
which explore	media using the	that incorporates a	that incorporates a	hygienic food	
narrative/drama	"Show Me What	pulley mechanism.	pulley mechanism.	preparation	Respond to your
through	You See" technique	pancy meenamom.	pancy meenamom.	Understand how to	painting, and try to
lighting/shadow	when looking at			prepare and cook a	"imagine" an image
(link to drama).	other artists work			variety of	within.
	to help consolidate			predominantly	
Option to explore	learning and make			savoury dishes	Work back into
making gestural	the experience			safely and	your painting with
drawings with	your own.				paint, pen or
charcoal using the whole body (link to	Develop mark			hygienically including, where	coloured pencil to develop the
dance).	making skills.				imaginative
uance).	making skills.			appropriate, the	imagery.
Work in	Use Modroc or air			use of heat source.	imagery.
sketchbooks to:	dry clay to model			Begin to	Use sketchbooks
5.1666.1.666.1.6	characters inspired			understand how to	to:
Explore the	by literature.			use a range of	
qualities of	Consider form,			techniques, such as	Develop experience
charcoal.	texture, character,			peeling, chopping,	of primary and
	structure.			slicing, gracing,	secondary colours
Make visual notes				mixing, spreading,	
using a variety of	Make an armature			kneading and	Explore mark
media using the	to support the			baking.	making
"Show Me What	sculpture.			Begin to know that	
You See" technique				to be active and	Reflect upon the
when looking at	Reflect upon the			healthy, food and	artists' work, and
other artists work	artists' work, and			drink are needed to	share your
to help consolidate	share your			provide energy for	response verbally
learning and make	response verbally			the body.	("I liked…").



the experience	("I liked I didn't		
your own.	understand it		Present your own
	reminded me		artwork (journey
Develop mark	of").		and any final
making skills.			outcome), reflect
	Present your own		and share verbally
Reflect upon the	artwork (journey		("I enjoyed This
artists' work, and	and any final		went well").
share your	outcome), reflect		
response verbally	and share verbally		Some children may
("I liked I didn't	("I enjoyed This		feel able to share
understand it	went well I would		their response
reminded me	have liked next		about classmates
of").	time I might).		work.
	Talk about		
Present your own	intention.		
artwork (journey			
and any final	Work		
outcome), reflect	collaboratively to		
and share verbally	present outcomes		
("I enjoyed This	to others where		
went well I wou	d appropriate.		
have liked next	Present as a team.		
time I might).			
Talk about	Share responses to		
intention.	classmates work,		
	appreciating		
Work	similarities and		
collaboratively to	differences. Listen		
present outcomes	to feedback about		
to others where	your own work and		
appropriate.	respond.		
Present as a team			

	Document work		
Share responses to	using still image		
classmates work,	(photography) or		
appreciating	by making a		
similarities and	drawing of the		
differences. Listen	work. If using		
to feedback about	photography		
your own work and	consider lighting		
respond.	and focus. Some		
respond.	children may make		
Document work	-		
	films thinking		
using still image	about viewpoint,		
(photography) or	lighting &		
by making a	perspective.		
drawing of the			
work. If using			
photography			
consider lighting			
and focus. Some			
children may make			
films thinking			
about viewpoint,			
lighting &			
perspective.			