

# Finlay Community School

## Art and Design Technology

### Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

### Our Art and Design Technology Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Art and DT teaching should, "engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." We intend to ensure children have the opportunity to explore using different mediums and build upon their skills as they progress through the school. Through the teaching of art and design, we intend to promote the spiritual, moral, cultural and physical development of pupils and prepare them for later life. This relates back to our SMILE values, as children will gain a greater understanding of the world through the cultural contributions of artists and designers while enhancing and refining their own skills.

# Whole School Curriculum Overview: Thematic Overview

## Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we nearly there yet? Places and Locational Knowledge*
5. *Moving on up! Transition Year 1*

## Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

## Year 2

1. *Heroes in History: Florence Nightingale and Mary Seacole*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*

## Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

## Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greece and the Olympics*

## Year 5

1. *Chocolate: Mayans and Aztec Civilization*
2. *The Rainforest: North and South America, Deforestation*
3. *Invaders and Settlers: Anglo Saxons and Vikings*

## Year 6

1. *We'll Meet Again: World War 2 and the impact on children*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

# Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>Once Upon a Time</i>		<i>Are we nearly there yet?</i>	<i>Moving on up!</i>
<i>Art Content DT Content</i>	ART - draw/paint a self portrait	ART- Autumn Collage using leaves and celebrating this time of year  ART- Bonfire night painting	DT Three little pigs create the pigs houses using straw, paper, sticks and junk modeling- Science links materials  ART- Collage and painting Bean stalks		DT- Make a Bear Mask	DT- Party food recipes for end of year picnic
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear</i>		<i>The Great Space Race</i>	
<i>Art Content DT Content</i>	ART draw a toy/teddy- could be a modern toy or toy from the past. Could be children's own item.  DT- Construction and Mechanical Skills- make a toy car using axels and wheels	ART Printmaking - create a print inspired by William Morris (Wallpaper designs from the Victorian era)	DT: Textiles- Make a stuffed toy or puppet using a running stitch	ART Painting hot and cold places (Arctic V Australia) Using Cold and warm colours	DT: Make a space rocket by cutting materials safely using simple tools. Demonstrate some cutting and shaping techniques	DT: Food- prepare a Moon landing celebration feast  ART Collage- space art collage
Year 2	<i>Heroes in History Florence Nightingale and Mary Seacole</i>		<i>Around the World in ... Days Passport theme</i>		<i>The Great Fire of London &amp; The Tudors</i>	
<i>Art Content DT Content</i>	ART Sculpture for making a lamp	ART Draw a portrait of either Mary Seacole or Florence Nightingale	ART Use weaving techniques- take	ART Painting- landscapes from around the world.	DT Great fire of London moving picture incorporating levers and sliders	

			inspiration from African or South American traditional textiles  ART and DT Use dip Dye techniques to make a travel purse/bag	Mix colours for a colour wheel  DT: Food- recipes from around the world.	Art: Painting- Great Fire of London
<b>Year 3</b>	<b>Rock and Roll! Stone Age and Iron Age</b>		<b>Deadly Disasters</b>		<b>Navigating the Nile/ Ancient Egyptians</b>
<b>Art Content</b> <b>DT Content</b>	ART Painting- cave painting project. Watercolour wash background with layered paint detail including animals. Charcoals and oil pastel included to add extra detail.	ART Painting and Drawing. Study Stonehenge. Create a silhouette painting of Stonehenge at sunset or sunrise	ART Printing, drawing- create prints inspired by Hokusai's many depictions of Mount Fuji. Look at the 36 views of Mount Fuji and the Great Wave.	DT- Construct a volcano choosing suitable techniques to strengthen design	ART Mixed media collage portraits in the style of ancient Egyptians incorporating mosaic and montage  DT- Egyptian recipes and cooking
<b>Year 4</b>	<b>Rotten Romans Glorious Glevum</b>		<b>Journey to the River Sea! Come Sail with Me!</b>		<b>Ancient Greeks Olympics</b>
<b>Art Content</b> <b>DT Content</b>	ART Sculpture - clay - Roman pottery	DT Food- Roman Banquet  DT- Series and parallel circuits (science link) Mechanical skills - levers, pulleys etc on Chariot	ART Sketching - sea shells	ART Paint Watercolour washes for the sea	ART and DT Weaving and stitching, Materials, Textiles - Flag for Olympic Team, Toga
<b>Year 5</b>	<b>Chocolate! Ancient Maya</b>		<b>Deforestation The Rainforest - North and South America</b>		<b>Invaders and Settlers - Saxons, Vikings and Mayans</b>

<p><b>Art Content</b> <b>DT Content</b></p>	<p><i>DT (Cooking) recipes made with chocolate - links to Science</i></p> <p>ART Print Making inspired by Mayan culture</p>	<p>ART Painting Space inspired by the work of Peter Thorpe- linked to science</p>	<p>ART Collage (texture): Rainforest</p> <p><i>DT: Cam mechanism incorporating rainforest animals</i></p>	<p>ART Drawing (realistic) including shade and tone - animal</p>	<p><i>DT: (Cooking) Anglo Saxon recipes</i></p>	<p><i>DT: Viking long ship using wood and cardboard</i></p>
<p><b>Year 6</b></p>	<p><b>We'll Meet Again!</b> <b>World War 2</b></p>		<p><b>Ice Explorer</b> <b>Arctic and Antarctica</b></p>		<p><b>Let Me Entertain You!</b> <b>History of Entertainment</b></p>	
<p><b>Art Content</b> <b>DT Content</b></p>	<p>ART Sculpture (using wire and moulds) - create a clay poppy</p> <p><i>DT- Textiles- Join textiles with a combination of stitching techniques. Mend and make do linked to WW2</i></p>	<p><i>DT (Food) cook a ration dish</i></p>	<p>ART Painting (David McEown - Antarctic Peninsula) Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.</p>	<p>ART Drawing Observational drawing - including lines, shadow and movement of Penguins to create an additional layer to artwork.</p> <p><i>DT Construction, Materials and Mechanical: Lighthouse that lights up</i></p>	<p>ART Printing, Textiles, Materials Creating costumes with seam allowance and printing</p>	<p>ART Digital Media: Stop start animation: Silent movie Enhance digital media by editing (including sound, video, animation, still images and installations).</p>

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Art: Developing Ideas

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Collect and record ideas</i>				Use artwork to record ideas	Give reasons for his/her preferences when looking at art/craft or design work	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork	Develop different ideas which can be used and explain his/her choices for the materials and techniques used	Select ideas based on first hand observations, experience or imagination and develop these through open ended research
<i>Evaluating and explaining</i>				Explore what he/she likes about the work of others	Explore and explain what he/she likes about the work of others including notable artists	Give reasons for his/her preferences when looking at art/craft or design work	Articulate how he/she might improve their work using technical terms and reasons as a matter of routine	Evaluate his/her work against their intended outcome	Adapt his/her own final work following feedback or discussion based on their preparatory ideas
<i>Using different techniques</i>				Experiment with different materials to design and make products in two and	Select particular techniques to create a chosen product and develop	Experiment with different materials to create a range of effects and use these techniques in	Use taught technical skills to adapt and improve his/her work	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt	Refine his/her use of learnt techniques

				three dimensions	some care and control over materials and their use	the completed piece of work		techniques within his/her work	
Understand and describe the work of other artists/architects				Refine his/her use of learnt techniques	Know that different artistic works are made by craftspeople from different cultures and times	Know about some of the great artists, architects and designers in history and describe their work	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Painting

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Use different brushes and brush techniques</i>				<i>Use thick and thin brushes.</i>	<i>Can choose the appropriate thickness of brush</i>	<i>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</i>	<i>Choose and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</i>	<i>Use a range of brush techniques and the qualities of paint to create texture.</i>	<i>Choose and use a range of brush techniques and the qualities of paint to create texture.</i>
<i>Creating and using colour</i>	<i>Experiments with blocks, colours and marks</i>	<i>Explores colour and how colours can be changed</i>	<i>Explores what happens when he/she mixes colours</i>	<i>Mix primary colours to make secondary.</i>	<i>Create colour wheels from the primary colours (creating secondary colours)</i>	<i>Mix colours to create shades and tones</i>	<i>Mix colours effectively to create shades and tones. Add white to colours to make tints and black to colours to make tones.</i>	<i>Experiment with creating mood with colour.</i>	<i>Combine colours, tones and tints to enhance the mood of a piece.</i>
<i>Use watercolour</i>						<i>Use watercolour paint to produce washes for backgrounds</i>	<i>Use watercolour paint to produce washes for backgrounds</i>	<i>Use the qualities of watercolour and acrylic paints to create visually</i>	<i>Use the qualities of watercolour and acrylic paints to create visually</i>

							then add detail.	interesting pieces.	interesting pieces, drawing upon ideas from other artists.
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# Progression of Knowledge, Skills and Understanding in the National Curriculum Collage

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create texture		Is beginning to be interested in and describe the texture of things	Experiments to create different textures	Mix materials to create texture		Select and arrange materials for a striking effect.		Mix textures (rough and smooth, plain and patterned).	
Using different techniques			Understands that different media can be combined to create new effects	Sort and arrange materials.		Ensure work is precise.		Make textured collages from a variety of media and by folding, crumpling and tearing materials	
Using different techniques				Use a combination of materials that are cut, torn and glued.		Use coiling, overlapping, tessellation, mosaic and montage		Use ceramic mosaic materials and techniques.	

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Sculpture

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Using shape</i>					Use a combination of shapes.		Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).		Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
<i>Creating texture</i>					Include lines and texture.		Include texture that conveys feelings, expression or movement.		Use tools to carve and add shapes, texture and pattern.
<i>Materials</i>					Use rolled up paper, straws, paper, card and clay as materials.		Use clay and other mouldable materials.		Use frameworks (such as wire or moulds) to provide stability and form.
<i>Appearance</i>					Use techniques such as rolling, cutting,		Add materials to provide interesting detail.		Combine visual and tactile qualities.

moulding and carving.

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Drawing

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me."	Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects		Explore mark-making using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk	Draw lines of different sizes and thickness.	Use different tools to show line, tone and texture.	Use different hardnesses of pencils to show line, tone and texture.	Use lines to represent movement.	Use a variety of lines to represent movement.
<b>Colouring own work</b>				Colour (own work) neatly following the lines.	Colour (own work) neatly following the lines, choosing what style of felt tip/pencil to use.		Annotate sketches to explain and elaborate ideas.		
<b>Sketching and</b>					Show pattern and texture	Sketch lightly (no need to	Sketch lightly (no need to	Explore different styles	Choose different styles

<i>drawing to create different styles</i>					<i>by adding dots and lines.</i>	<i>use a rubber to correct mistakes).</i>	<i>use a rubber to correct mistakes) by choosing an appropriate tool to use (style of pencil).</i>	<i>of drawing suitable for the work (e.g. realistic or impressionistic).</i>	<i>of drawing dependent on the task (e.g. realistic or impressionistic)</i>
<i>Tone and shading</i>					<i>Show different tones by using coloured pencils.</i>	<i>Use shading to show light and shadow.</i>	<i>Use hatching and cross hatching to show tone and texture.</i>	<i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i>	<i>Use a choice of techniques to depict movement, perspective, shadows and reflection.</i>

## Progression of Knowledge, Skills and Understanding in the National Curriculum

### Printing

	<i>Pre-school 22-36</i>	<i>Pre-school 30-50</i>	<i>Rec 40- 60</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Using Layers</i>				<i>Use repeating or overlapping shapes.</i>		<i>Use layers of two or more colours.</i>		<i>Build up layers of colours.</i>	
<i>Patterns</i>				<i>Mimic print from the environment</i>		<i>Replicate patterns observed in</i>		<i>Create an accurate pattern,</i>	

				(e.g. wallpapers).		natural or built environments.		showing fine detail.	
Materials Used				Use objects to create prints (e.g. fruit, vegetables or sponges).		Make printing blocks (e.g. from coiled string glued to a block).		Use a range of visual elements to reflect the purpose of the work	
Techniques				Press, roll, rub and stamp to make prints.		Make precise repeating patterns.			

## Progression of Knowledge, Skills and Understanding in the National Curriculum

### Digital Media

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital media					Use a wide range of tools to create different textures, lines, tones, colours and shapes.		Create images, video and sound recordings and explain why they were created.		Enhance digital media by editing (including sound, video, animation, still images and installations).

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Textiles

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weaving					Use weaving to create a pattern.		Create weavings.		Print on fabrics using tie-dyes or batik
Stitching					Sort, cut and shape fabrics and experiment with ways of joining them		Develop techniques to join fabrics and apply decorations such as a running or over stitch  Shape and stitch materials.		Choose from a range of stitching techniques.  Combine previously learned sewing techniques to create pieces with a seam allowance.
Using colour and finishing effect on fabric					Use dip dye techniques.  Use plaiting.		Colour fabric.  Quilt, pad and gather fabric.		Print on fabrics using tie-dyes or batik  Show precision in techniques.

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Inspiration from Famous people

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Discuss, research and replicate the works of people from the past</i>				<i>Discuss the work of notable artists, artisans and designers.</i>	<i>Describe the work of notable artists, artisans and designers.</i>	<i>Know about and replicate some of the great artists, architects and designers in history and describe their work</i>	<i>Describe and replicate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</i>	<i>Research and discuss and replicate various artists, architects and designers and discuss their processes and explain how these were used in the finished product</i>	<i>Research, describe and sketch the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</i>
<i>Use learning to inspire independent work.</i>				<i>Use some of the ideas of artists studied to create pieces.</i>		<i>Create original pieces that are influenced by studies of others</i>		<i>Show how the work of those studied was influential in both society and to other artists.</i>	

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Food

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handling Tools</b>	Show control in holding and using tools such as jugs. Show preference of dominant hand	Uses one handed tools and equipment (e.g. making snips)	Handles simple tools and materials safely with increasing control	Use simple tools (scissors, cutlery) prepare ingredients safely and hygienically.	Use a bridge to cut ingredients safely. Use appropriate to safely and hygienically peel or grate	Prepare ingredients hygienically using appropriate utensils and techniques	Prepare ingredients hygienically using appropriate utensils, techniques and processes (blending, melting, kneading, whisking, juicing)	Select appropriate ingredients and select and use a wide range of techniques to combine them	Research and select appropriate ingredients and select and use a wide range of techniques to combine them. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
<b>Measuring</b>	Use language relating to size.	Begin to use language relating to weight and measure.	Use everyday language to talk about weight, and begin to measure in non-standard units e.g. cups	Begin to measure or weigh using measuring cups or electronic scales.	Measure or weigh accurately using various equipment, such as measuring cups or electronic scales.	Measure ingredients to the nearest gram accurately.	Measure ingredients to the nearest gram/ml accurately, using a range of equipment.	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	Measure accurately, using both metric and imperial units, and calculate ratios of ingredients to scale up or

									down from a recipe.
<i>Follow a recipe</i>		Begin to safely use and explore tools when preparing food.	Safely use and explore tools and techniques when preparing food, beginning to understand the importance of a healthy and balanced diet.	Assemble or cook using a small number of ingredients	Assemble or cook using a larger variety of ingredients	Read and follow a recipe that involves using simple techniques.	Read and follow a recipe which involves several processes, skills and techniques.	Demonstrate a range of baking and cooking techniques.	Demonstrate a range of baking and cooking techniques, applying knowledge of previous skills.
<i>Create recipes</i>						Begin to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).	Create recipes, including ingredients and methods, and choice of appropriate electrical equipment.	Create and refine recipes, including ingredients, methods, cooking times and temperatures.

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Materials

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Control and accuracy when cutting</b>	Begin to show control in larger movements, such as stirring.	Begin to show some control in smaller movements, such as sprinkling.	Show some control and co-ordination in small movements.	Cut materials safely using simple tools with support e.g. children's scissors.	Cut materials safely using tools provided e.g. fabric scissors.	Cut materials safely by selecting appropriate tools from a choice.	Cut materials accurately and safely by selecting appropriate tools from a range of options.	Cut materials with more accuracy and refine the finish with a given tool (such as sanding wood after cutting).	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
<b>Measure with accuracy</b>			Draw around a template with some accuracy.	Measure and mark out using a template.	Measure and mark out to the nearest centimetre.	With support, measure and mark out to the nearest centimetre or millimetre.	Measure and mark out to the nearest millimetre.	Begin to show an understanding of the qualities of materials, and choose appropriate tools to cut and shape from a given choice (such as the nature of fabric may require sharper scissors than would be).	Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

								used to cut paper).	
<b>Cutting and shaping techniques</b>		Demonstrate some gross-motor techniques.	Demonstrate some fine-motor techniques.	Demonstrate some cutting and shaping techniques (such as tearing, cutting simple shapes, folding and curling).	Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Begin to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).		
<b>Joining techniques</b>		Join materials together using glue with support.	Join materials together using different types of glue.	Begin to demonstrate a range of joining techniques (such as a range of glue types appropriate to the task).	Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Begin to select appropriate joining techniques from a choice of three.	Select from a range of appropriate joining techniques for a task	With support, make careful and precise measurements so that joins are in exactly the right place.	With support, make careful and precise measurements so that joins are in exactly the right place.

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Textiles

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Shaping textiles</i>				Shape textiles using simple templates.	Shape textiles using a range of templates.		Understand the need for a seam allowance.		Create various objects that employ a seam allowance.
<i>Using stitches</i>				Join simple materials using a straight running stitch (holes can already be given).	Join a range of textiles using running stitches.		Join textiles with two types of stitching.		Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
<i>Decorate items</i>		Begin to decorate textiles using equipment appropriately, with support.	Decorate textiles using equipment appropriately.	Colour and decorate textiles using simple techniques (adding sequins with glue or printing with paint).	Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins with hot		Select the most appropriate techniques from a wide range of options to decorate textiles.		Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

glue or  
printing).

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Electronic Skills

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use electronics and circuits					Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).		Create series and parallel circuits		Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Computing Skills

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Use computing to design a product</i>				<i>Model designs using simple software</i>	<i>Model designs using software</i>	<i>Control and monitor models using simple software designed for this purpose.</i>	<i>Control and monitor models using software designed for this purpose.</i>	<i>Write code to control and monitor models or products</i>	<i>Write code and apply understanding of software to control and monitor models or products</i>

# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Construction Skills

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Construct products</i>				<i>Use materials to practise screwing and glue to make products stronger.</i>	<i>Use materials to practise drilling, screwing, gluing and nailing materials to</i>	<i>Choose suitable techniques to construct and strengthen products.</i>		<i>Develop practical skills to create products (such as cutting, drilling and screwing, nailing, gluing,</i>	

					make and strengthen products.			filling and sanding).	
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## Progression of Knowledge, Skills and Understanding in the National Curriculum

### Design & Technology: Mechanical Skills

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Create mechanical products</i>			Observe how toys move.	Create products using axles and wheels.	Create products using levers, sliders, wheels and winding mechanisms	Begin to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers and winding mechanisms).	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	Explore a range of mechanical systems for designing and making that include converting rotary motion to linear using cams.	Use complex mechanical systems both in designing and making, including converting rotary motion to linear using cams.

## Progression of Knowledge, Skills and Understanding in the National Curriculum

# Design & Technology: Design, Make, Evaluate and Improve

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Design products</i>			Discuss what they want an outcome to look like e.g. selecting a topping for a pizza.	Begin to design products that have a clear purpose and an intended user.	Design products that have a clear purpose and an intended user.	Design with purpose by beginning to identify a user.	Design with purpose by identifying opportunities to design.	Design with the user in mind, and be given the service the product will offer.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
<i>Make products</i>			Make products with support.	Make products, and begin to refine the design as work progresses.	Make products, refining the design as work progresses.	Make products by beginning to work efficiently (such as by carefully selecting materials).	Confidently make products by working efficiently (such as by carefully selecting materials).	Begin to make products through stages of prototypes, making continual refinements with support.	Make products through stages of prototypes, making continual refinements.
<i>Refine work</i>						Refine work and techniques as work progresses.	Refine work and techniques as work progresses, continually evaluating the product design.	Begin to consider the finish of a product, using art skills where appropriate.	Ensure products have a high quality finish, using art skills where appropriate.
<i>Use software</i>				Begin to use simple software to design.	Use a range of software to design.	Begin to use simple software to design and represent	Use a bigger range of software to design and represent	Use prototypes and computer aided designs to represent designs.	Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

						product designs.	product designs.		
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# Progression of Knowledge, Skills and Understanding in the National Curriculum

## Design & Technology: Take inspiration from design throughout history

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Explore objects and designers</i>				<i>Explore objects to identify likes and dislikes of the designs.</i>	<i>Explore objects and designs to identify likes and dislikes of the designs.</i>	<i>Identify some of the great designers in all of the areas of study to generate ideas for designs.</i>	<i>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</i>	<i>Combine some elements of design from a range of inspirational designers throughout history.</i>	<i>Confidently combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</i>
<i>Discuss a product and suggest improvements</i>		<i>Discuss likes and dislikes.</i>	<i>Discuss likes and dislikes, similarities and differences.</i>	<i>Suggest improvements to existing designs, with support.</i>	<i>Suggest improvements to existing designs.</i>	<i>Improve upon existing designs, giving reasons for choices.</i>	<i>Improve upon a range of existing designs, giving reasons for choices.</i>	<i>Begin to create innovative designs that improve upon existing products.</i>	<i>Create innovative designs that improve upon existing products.</i>

<i>Consider how a product has been made</i>			<i>Discuss the process of making a product.</i>	<i>Begin to consider how products have been created</i>	<i>Explore how products have been created</i>	<i>Disassemble simple products to understand how they work.</i>	<i>Disassemble products to understand how they work.</i>	<i>Evaluate the design of products, and begin to suggest improvements to the user experience.</i>	<i>Evaluate the design of products so as to suggest improvements to the user experience.</i>
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# Characteristics of Effective Art and Design Teaching

## What would I see in a unit of Art and Design? What would I see in a Lesson?

<p>Recap at the beginning of the lesson to teach children how this unit links to their previous learning and how the art/design based skills feed into the history/geography/science theme they are covering.</p>	<p>Developing art and design skills through teaching in a sequence of lessons. Relating back to previous years' work and skill acquisition where applicable.</p>	<p>Asking and answering art based questions. Children are given the opportunity to share their ideas and opinions about art/artist and develop their own ideas around what they like or do not like about a certain artist or designers work.</p>
<p>Language rich: using and developing art/design language and terminology.</p>	<p>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</p>	<p>Children evaluating their work and given opportunity to modify and refine ideas. Where possible- children able to share work with peers (gallery wall, gallery walk around class 5 minutes at the end of lesson)</p>
<p>Use of artists and designers where appropriate for inspiration and to provide a historical and cultural context.</p>	<p>Model art/design skill and have examples for the children to see the stages of making and an idea of a final outcome</p>	<p>Development of knowledge, skills and understanding in line with the National Curriculum.</p>