

St Patrick's Catholic Primary School

Progression Overviews for Art and Design / Design and Technology



St Patrick's Art and Design/Design and Technology Half Term Overview

EYFS- Pandas	Art	Colour mixing- adult and child led Painting opportunities- large and small scale Cutting skills- collage materials Mark making- using paint, pens, crayons, pencils, sand, finger painting Sensory play with paint, water and sand.					
	DT	Junk modelling Construction- large wooden blocks, plastic bricks, small wooden blocks, Duplo, Lego Construction table- hammers, nails, tape measures, scissors					
		Autumn Term		Spring term		Summer term	
Reception- EYFS	Art	All about me self-portraits- paint and explore different media (painting and mixed media) Christmas crafts		Kapow marvellous marks (Drawing) Nature rubbings- leaves, trees, flowers (Craft and design)		Imaginary Animals (Sculpture & 3D)	
Throughout Year		Colour mixing, daily art opportunities (both child initiated and adult led), transient art, junk modelling					
	DT	Kapow Junk Modelling (structures)		Making and decorating biscuits (cooking and nutrition)		Kapow bookmarks (Textiles)	
Throughout Year		Beebots, microphones, torches, large wooden blocks, large plastic bricks, marble run, small wooden blocks, Duplo, Lego, playdough, weaving, collage materials, ‘junk’ modelling					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Art	Drawing Kapow Making your Mark	Painting & Mixed Media Kapow Colour Mixing		Sculpture & 3D Kapow Paper Play		Craft and Design Kapow Embellishments
	DT	Textiles - Kapow Making a puppet		Structures Kapow Making a windmill		Cooking & Nutrition Kapow Making a smoothie	Mechanisms Kapow Moving ‘Rockets’ storybook
Year 2	Art		Drawing Kapow Storybook		Painting & Mixed Media Kapow Life in colour	Sculpture & 3D Kapow Tudor House tile (Great fire of London)	Craft & Design Kapow Map it Out
	DT	Structures Kapow Baby Penguin’s Chair		Cooking & Nutrition Kapow Design a healthy wrap for the class picnic	Textiles Introduction - using a needle		Mechanisms & Mechanical Systems - Making a moving animal (Kapow – making a monster)
Year 3	Art	Painting & Mixed Media Kapow Prehistoric Art	Drawing Kapow Botanical Art		Sculpture & 3D Kapow Abstract Shape and Space		Craft & Design -Egyptian scrolls Kapow
	DT		Cooking and Nutrition - UK Eating seasonally Kapow	Textiles Mini Cushions Kapow		Structures - Constructing bridges (Kapow – constructing a castle)/Mechanics and Mechanical Systems - Revisit and embed –	Digital World Light up Advertising Poster

						challenge (can you make the bridge open?)	
<u>Year 4</u>	Art	Painting & Mixed Media Kapow Still Life		Craft & Design Kapow Fabric of Nature		Sculpture & 3D Kapow Mega Materials OR Arran Gregory	Drawing Kapow Drawing and Engraving
	DT	Cooking & Nutrition Revisit and embed peeling and chopping	Electrical Systems Kapow Torches	Textiles Revisit and embed fastenings	Mechanical Systems Kapow Slingshot Car		Structures Kapow Pavilions
<u>Year 5</u>	Art	Painting & Mixed Media Kapow Unique self-portrait	Craft & Design Kapow Egyptian Art	Sculpture & 3D Kapow Interactive Installation		Drawing Kapow I need space	
	DT		Mechanical Systems Kapow Pop-up book	Structures Kapow Linked to Electronic Systems (design a bridge)	Electronic Systems Kapow Steady Hand Game	Textiles Revisit and embed Stuffed toys	*What could be healthier? Kapow bolognaise sauce
<u>Year 6</u>	Art	Painting & Mixed Media Kapow Every Picture Tells a Story	Craft & Design photography		Drawing Kapow Make my Voice Heard		Sculpture & 3D Kapow Making Memories
	DT		Textiles Kapow Sustainable bag	Digital World Kapow Navigating		Structures – Making playgrounds Mechanisms & Mechanical Systems - Revisit and embed – Can you use a mechanical ‘cam’ to make a piece of playground equipment move?	Cooking & Nutrition Revisit and embed celebration bake (leavers cake)



St Patrick's Design and Technology Task Progression Overview

	<u>KS1 & 2</u>				<u>Just KS2</u>
	<u>Cooking and Nutrition</u>	<u>Mechanisms/ Mechanical Systems</u>	<u>Structures</u>	<u>Textiles</u>	<u>Electrical Systems / Digital World</u>
<u>EYFS</u>	Making and decorating biscuits	Large pulleys, beebots	Building bridges, junk modelling, play dough, large wooden/plastic blocks, small wooden blocks, Duplo, Lego, marble run	Bookmarks- hessian, weaving and threading	Beebots, Listening station, talking pods, CD player, torches, Chrome books
<u>Year 1</u>	Fruit and Vegetables – making a smoothie (Kapow)	Moving storybook – sliders and movements (levers) – link to Space (Kapow)	Making a windmill (Kapow)	Making a puppet (Kapow)	
<u>Year 2</u>	Design a healthy wrap for the class picnic	Making a moving animal (Kapow – making a monster)	Baby Penguin's Chair (Kapow)	Introduction – using a needle	
<u>Year 3</u>	UK sourced food – seasonal food (Kapow)	Revisit and embed – challenge (can you make the bridge open?)	Constructing a castle (Kapow) (Cams)	Mini cushion (Kapow)	Digital World Light up Advertising poster
<u>Year 4</u>	Revisit and embed – peeling and chopping	Slingshot Car (Kapow)	Village settlement (Kapow - Pavilions)	Introduction and revisit - fastenings	Electrical Systems – Torches (Kapow)
<u>Year 5</u>	What could be healthier? – bolognaise sauce (Kapow) (contamination, hob)	Pop-up story book (Kapow)	Revisit and embed – nets linked to Electrical Systems (what is the strongest shape?)	Revisit and embed –Stuff toy (Kapow)	Electrical Systems (link to Structures) Steady Hand Game Kapow
<u>Year 6</u>	Revisit and embed – celebration bake (oven)	Revisit and embed – Challenge (can you use a mechanical system to make a moving piece of playground equipment?)	Making playgrounds (Kapow)	Sustainable bag (Kapow – Making a waistcoat)	Digital World – Navigating (Kapow)

St Patrick's Design and Technology Skills and Knowledge Progression Overview

<u>KS1 & 2</u>				
	<u>Designing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Technical Skills and Knowledge</u>
<u>EYFS</u>	•Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding •Think about and discuss what they want to make •Create collaboratively sharing ideas, resources & skills	•Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking •Create representations both imaginary & real-life ideas, events, people & objects •Explore different techniques for joining materials, such as how to use selotape and different sorts of glue •Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking •Create representations both imaginary & real-life ideas, events, people & objects •Explore different techniques for joining materials, such as how to use selotape and different sorts of glue	•Return to & build on previous learning, refining ideas & developing their ability to represent them •Discuss problems & how they might be solved •Look closely at similarities, differences, patterns & change •Know & talk about the different factors that support their overall health & well-being	•Use different techniques for joining materials •Select and use tools independently, with care & precision •Name the tools needed to work the materials
<u>Year 1</u>	•Work as part of a class to solve simple design problems •Begin to assess the usefulness of a range of materials according to their characteristics.	•Generate, develop, and communicate their ideas through discussion, drawings and models.	•Begin to interpret design criteria so that products are purposeful, functional and appealing •Demonstrate the ability to use simple tools and equipment to perform practical tasks.	•Describe and compare features of their own and others work.

St Patrick's Design and Technology Skills and Knowledge Progression in each Golden Thread

		<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>	<u>Yr 4</u>	<u>Yr 5</u>	<u>Yr 6</u>
<u>Cooking and Nutrition</u>	<u>Skills</u>	SMOOTHIE -Designing smoothie carton packaging by-hand or on ICT software. -Chopping fruit and vegetables safely to make a smoothie. -Identifying if a food is a fruit or a vegetable. -Learning where and how fruits and vegetables grow. -Tasting and evaluating different food combinations. -Describing appearance, smell and taste. -Suggesting information to be included on packaging.	HEALTHY WRAP -Designing a healthy wrap based on a food combination which works well together. -Slicing food safely using the bridge or claw grip. -Constructing a wrap that meets a design brief. -Describing the taste, texture and smell of fruit and vegetables. -Taste testing food combinations and final products. -Describing the information that should be included on a label. -Evaluating which grip was most effective.	COOKING SEASONALLY -Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. -Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination. -Following the instructions within a recipe. -Establishing and using design criteria to help test and review dishes. -Describing the benefits of seasonal fruits and vegetables and the impact on the environment. -Suggesting points for improvement when making a seasonal tart.		-Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. -Writing an amended method for a recipe to incorporate the relevant changes to ingredients. -Designing appealing packaging to reflect a recipe. -Cutting and preparing recipes safely. -Using equipment safely, including knives, hot pans and hobs. -Knowing how to avoid cross-contamination. -Following a step-by-step method carefully to make a recipe. -Identifying the nutritional differences between different products and recipes. -Identifying and describing healthy benefits of food groups.	

	Knowledge	SMOOTHIE -Understand the difference between fruits and vegetables. -Understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). -Know that a blender is a machine which mixes ingredients together into a smooth liquid. -Know that a fruit has seeds and a vegetable does not. -Know that fruits grow on trees or vines. -Know that vegetables can grow either above or below ground. -Know that vegetables can come from different parts of the plant.	HEALTHY WRAP -Know that 'diet' means the food and drink that a person or animal usually eats. -Understand what makes a balanced diet. -Know where to find the nutritional information on packaging. -Know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. -Understand that I should eat a range of different foods from each food group, and roughly how much of each food group. -Know that nutrients are substances in food that all living things need to make energy, grow and develop. -Know that 'ingredients' means the items in a mixture or recipe. -Know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. -Know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.	COOKING SEASONALLY -Know that not all fruits and vegetables can be grown in the UK. -Know that climate affects food growth. -Know that vegetables and fruit grow in certain seasons. -Know that cooking instructions are known as a 'recipe'. -Know that imported food is food that has been brought into the country. -Know that exported food is food that has been sent to another country. -Understand that imported foods travel from far away and this can negatively impact the environment. -Know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. -Understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. -Know safety rules for using, storing and cleaning a knife safely. -Know that similar coloured fruits and vegetables often have similar nutritional benefits.		-Understand where meat comes from – learning that beef is from cattle and how beef is reared and processed, including key welfare issues. -Know that I can adapt a recipe to make it healthier by substituting ingredients. -Know that I can use a nutritional calculator to see how healthy a food option is. -Understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.	
Mechanisms/ Mechanical	Skills	-Explaining how to adapt mechanisms, using bridges or guides to control the movement. -Designing a moving story book for a given audience. -Following a design to create moving models that use levers and sliders. -Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. -Reviewing the success of a product by testing it with its intended audience	MOVING ANIMAL (MONSTER) -Creating a design criteria for a moving monster as a class. -Designing a moving monster for a specific audience in accordance with a design criteria. -Making linkages using card for levers and split pins for pivots. -Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. -Cutting and assembling components neatly. -Evaluating own designs against design criteria. -Using peer feedback to modify a final design.		SLINGSHOT CAR -Designing a shape that reduces air resistance. -Drawing a net to create a structure from. -Choosing shapes that increase or decrease speed as a result of air resistance. -Personalising a design. -Measuring, marking, cutting and assembling with increasing accuracy. -Making a model based on a chosen design. -Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	POP UP BOOK -Designing a pop-up book which uses a mixture of structures and mechanisms. -Naming each mechanism, input and output accurately. -Storyboarding ideas for a book. -Following a design brief to make a pop up book, neatly and with focus on accuracy. -Making mechanisms and/or structures using sliders, pivots and folds to produce movement. -Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. -Evaluating the work of others and receiving feedback on own work. -Suggesting points for improvement.	

	<u>Knowledge</u>	-Know that a mechanism is the parts of an object that move together. -Know that a slider mechanism moves an object from side to side. -Know that a slider mechanism has a slider, slots, guides and an object. -Know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	MOVING ANIMAL (MONSTER) -Know that mechanisms are a collection of moving parts that work together as a machine to produce movement. -Know that there is always an input and an output in a mechanism. -Know that an input is the energy that is used to start something working. -Know that an output is the movement that happens as a result of the input. -Know that a lever is something that turns on a pivot. -Know that a linkage mechanism is made up of a series of levers.		SLINGSHOT CAR -Understand that all moving things have kinetic energy. -Understand that kinetic energy is the energy that something (object/person) has by being in motion. -Know that air resistance is the level of drag on an object as it is forced through the air. -Understand that the shape of a moving object will affect how it moves due to air resistance	POP UP BOOK -Know that mechanisms control movement. -Understand that mechanisms can be used to change one kind of motion into another. -Understand how to use sliders, pivots and folds to create paper-based mechanisms. -Know that a design brief is a description of what I am going to design and make. -Know that designers often want to hide mechanisms to make a product more aesthetically pleasing.	
<u>Structures</u>	<u>Skills</u>	MAKING A WINDMILL -Learning the importance of a clear design criteria. -Including individual preferences and requirements in a design. -Making stable structures from card, tape and glue. -Learning how to turn 2D nets into 3D structures. -Following instructions to cut and assemble the supporting structure of a windmill. -Making functioning turbines and axles which are assembled into a main supporting structure	BABY PENGUIN'S CHAIR -Generating and communicating ideas using sketching and modelling. -Learning about different types of structures, found in the natural world and in everyday objects. -Making a structure according to design criteria. -Creating joints and structures from paper/card and tape. -Building a strong and stiff structure by folding paper. -Exploring the features of structures. -Comparing the stability of different shapes. -Testing the strength of their own structures. -Identifying the weakest part of a structure. -Evaluating the strength, stiffness and stability of their own structure.		PAVILLIONS -Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. -Building frame structures designed to support weight. -Creating a range of different shaped frame structures. -Making a variety of free-standing frame structures of different shapes and sizes. -Selecting appropriate materials to build a strong structure and cladding. -Reinforcing corners to strengthen a structure. -Creating designs according to a plan. -Learning to create different textural effects with materials. -Evaluating structures made by class. -Describing what characteristics of a design and construction made it the most effective. -Considering effective/ineffective designs.		PLAYGROUNDS -Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. -Considering effective and ineffective designs. -Building a range of play apparatus structures drawing upon new and prior knowledge of structures. -Measuring, marking and cutting wood to create a range of structures. -Using a range of materials to reinforce and add decoration to structures. -Improving a design plan based on peer evaluation. -Testing and adapting a design to improve it as it is developed. -Identifying what makes a successful structure.

<u>Textiles</u>	<u>Knowledge</u>	MAKING A WINDMILL -Understand that the shape of materials can be changed to improve the strength and stiffness of structures. -Understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). -Understand that axles are used in structures and mechanisms to make parts turn in a circle. -Begin to understand that different structures are used for different purposes. -Know that a structure is something that has been made and put together	BABY PENGUIN'S CHAIR -Know that shapes and structures with wide, flat bases or legs are the most stable. -Understand that the shape of a structure affects its strength. -Know that materials can be manipulated to improve strength and stiffness. -Know that a structure is something which has been formed or made from parts. -Know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. -Know that a 'strong' structure is one which does not break easily. -Know that a 'stiff' structure or material is one which does not bend easily		PAVILLIONS -Understand what a frame structure is. -Know that a 'free-standing' structure is one that can stand on its own. -Know that a pavilion is a decorative building or structure for leisure activities. -Know that cladding can be applied to structures for different effects. -Know that aesthetics are how a product looks. -Know that a product's function means its purpose. -Understand that the target audience means the person or group of people a product is designed for. -Know that architects consider light, shadow and patterns when designing.		PLAYGROUNDS -Know that structures can be strengthened by manipulating materials and shapes. -Understand what a 'footprint plan' is. -Understand that in the real world, design can impact users in positive and negative ways. -Know that a prototype is a cheap model to test a design idea.
	<u>Skills</u>	PUPPET -Using a template to create a design for a puppet. -Cutting fabric neatly with scissors. -Using joining methods to decorate a puppet. -Sequencing steps for construction. -Reflecting on a finished product, explaining likes and dislikes.	INTRODUCTION TO USING A NEEDLE -Revising ways to join fabric -Threading a needle using a needle threader -Using a simple running stitch onto fabric -Tying a knot in the thread to hold the cotton in place	MINI CUSHION -Designing and using a template -Designing for a purpose -Choosing appropriate fabric to meet its purpose -Independently and successfully threading a needle -Pinning template to the fabric -Using a running stitch closer to the edge of the material to join two pieces of fabric together -Fastening the cotton by making a knot to secure it -Reflecting on a finished product, explaining likes and dislikes	FASTENINGS REVISIT NEEDLE WORK INTRODUCE FASTENING (BUTTON) -Sewing on a button so that it is secure -Applying parallel, square, cross stitches to holes in button to fasten -Securing a stitch with another stitch or knot -Tying a knot in a piece of thread	STUFFED TOY REVISIT FASTENINGS INTRODUCE WEAVING/PLAITING -Securing material with knots and stitches -Using different ways to secure material depending on the type of material used -Plaiting two pieces of material together	SUSTAINABLE BAG -Designing a recycled bag in accordance with a specification and design criteria to fit a specific theme. -Annotating designs. -Using a template when pinning patchwork material together. -Marking and cutting fabric accurately, in accordance with a design. -Sewing a strong running stitch. -Sewing a strong back stitch, making small, neat stitches and following the edge. -Tying strong knots. -Sewing a hem to improve the neatness of the product. -Decorating the bag – attaching objects using thread and adding strong handles. -Sewing accurately with even regularity of stitches. -Evaluating work continually as it is created.

<u>Electrical Systems / Digital World</u>	<u>Knowledge</u>	PUPPET -Know that 'joining technique' means connecting two pieces of material together. -Know that there are various temporary methods of joining fabric by using staples, glue or pins. -Understand that different techniques for joining materials can be used for different purposes. -Understand that a template (or fabric pattern) is used to cut out the same shape multiple times. -Know that drawing a design idea is useful to see how an idea will look.	INTRODUCTION TO USING A NEEDLE -Sew a running stitch -Know that you must pull each stitch firmly -Know that a stitch must be secured or it will undo	MINI CUSHION -Understand that a running stitch joins two pieces of fabric together with strength and greater permanency -Know that a template allows a design to accurately transfer from paper to fabric -Know that a running stitch needs to be pulled firmly -Know how to make a knot so that it secures the stitch -Know that a needle threader is a useful tool for threading a needle -Know that a running stitch should be positioned near the edge of the fabric -Know that a design can successfully be made into a product for a user	FASTENINGS -Know that a button can fasten and unfasten two pieces of fabric -Know that a button is attached by stitching -Know three types of stitches to fasten on a button -Revise how to make a knot to tie in a piece of thread -Know that rows of stitches must be secured or they will unravel.	STUFFED TOY -Revise how to knot cotton thread -Know how to plait two pieces of material together	SUSTAINABLE BAG -Understand that it is important to design clothing/accessories with the client/target customer in mind. -Know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. -Understand the importance of consistently sized stitches. -Know that a back stitch is a stronger stitch designed to firmly hold two pieces of material together. -Know why the bag is sustainable.
	<u>Skills</u>			LIGHT UP POSTER -Following a clear design criteria. -Identifying errors, if testing is unsuccessful, by comparing their code to a correct example. -Explaining the basic functionality of their finished program. -Analysing and evaluating an existing product. -Evaluating their design.	MAKING A TORCH -Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. -Making a torch with a working electrical circuit and switch. -Using appropriate equipment to cut and attach materials. -Assembling a torch according to the design and success criteria. -Evaluating electrical products. -Testing and evaluating the success of a final product.	STEADY HAND GAME -Designing a steady hand game, identifying and naming the components required. -Drawing a design from three different perspectives. -Generating ideas through sketching and discussion. -Modelling ideas through prototypes. -Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. -Constructing a stable base for a game. -Accurately cutting, folding and assembling a net. -Decorating the base of the game to a high-quality finish. -Making and testing a circuit. -Incorporating a circuit into a base. -Testing their own and others' finished games, identifying what went well and making suggestions for improvement. -Gathering images and information about existing children's toys. -Analysing a selection of existing children's toys.	NAVIGATING (LINKED TO ELECTRICAL SYSTEMS) -Applying their knowledge of the Crumble to incorporate different features. - Following design requirements using computer-aided design, drawing shapes with a text box and bright colours, following a demonstration.

	Knowledge			LIGHT UP POSTER -Give a brief explanation of the digital revolution and/or remember key examples. -Know that the Crumble is an electronics controller. -Write a program for the Crumble that initiates a constant, flashing or series of LED Sparkles. -Understand that in programming a 'loop' is code that repeats something again and again until stopped.	MAKING A TORCH -Understand that electrical conductors are materials which electricity can pass through. -Understand that electrical insulators are materials which electricity cannot pass through. -Know that a battery contains stored electricity that can be used to power products. -Know that an electrical circuit must be complete for electricity to flow. -Know that a switch can be used to complete and break an electrical circuit.	STEADY HAND GAME -Know that, in a series circuit, electricity only flows in one direction. -Know that 'form' means the shape and appearance of an object. -Know the difference between 'form' and 'function'. -Understand that 'fit for purpose' means that a product works how it should and is easy to use. -Know that 'form over purpose' means that a product looks good but does not work very well. -Know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. -Understand the diagram perspectives 'top view', 'side view' and 'back'.	NAVIGATING
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Progression of Skills							
	<u>Design / Prototype</u>	<u>Consumer Research</u>	<u>Annotated / Exploded / Cross-Sectional Diagrams</u>	<u>Cost</u>	<u>Appeal in Mind</u>	<u>Environmental / Workability</u>	<u>Evaluate</u>
<u>EYFS</u>							
<u>Year 1</u>							
<u>Year 2</u>							
<u>Year 3</u>							
<u>Year 4</u>							
<u>Year 5</u>							
<u>Year 6</u>							

Progression of Tool Skills

	<u>Cutting with Scissors</u>	<u>Sawing</u>	<u>Measure</u>	<u>Needles Stitches</u>	<u>Kitchen Tools</u> <u>(knives, graters, corers,</u> <u>oven, hob)</u>	<u>Peelers</u>	<u>Gluing</u>
<u>EYFS</u>	-Pressure-based looped scissors ↓ -Large plastic scissors ↓ -Metal bladed scissors		Different sized containers Rulers (firm, tape, paper) Balance scales	Threading Weaving (Plastic needles if needed)	Children's safety knives Claw position Bridge position (for round fruit/veg) (embed this throughout)	Y peeler (1:1 with adult) Carrots for vegetable soup	Pritt stick PVA glue using spatulas
<u>Year 1</u>	Shorter bladed fabric scissors to cut felt		Digital scales	Pinning with safety pins (Plastic needles if needed)	Children's safety knife with sharper blade (for cutting) Soft fruit/round fruit – large dice (to be blended)	Y peeler (small group) – carrots Peel oranges by hand	Fabric glue PVA glue
<u>Year 2</u>	*		Digital scales	Thread needle (thicker needle, large hole) Running stitch Knotting	Butter knives for spreading Children's safety knife with sharper blade (for cutting and slicing) Variety of food (e.g. cucumber, ham, bread)	(sandwich making)	
<u>Year 3</u>	Longer handled fabric scissors to cut material			Sew two pieces of material together to make a pair of trousers – running stitch (medium needle, small hole) Pinning with pins	Children's safety knife with sharper blade Pizza (pizza topping – cutting onions, peppers, tomatoes, mushrooms, olives) Large dice, medium dice, julienne	Peel mushroom by hand	
<u>Year 4</u>	*	Using a junior hacksaw to cut straight edges		Sewing on a button to ensure it is secure (medium needle, small hole) Parallel, square, cross stitches to attach buttons	Applying skills for peeling and chopping – use variety of knife skills/cuts	Applying skills for peeling and chopping – extending to use knife peeler	Glue gun – introduce in small groups Know safety rules
<u>Year 5</u>	*	hammering	Mechanical dial kitchen scales	Applying previous skills to attaching materials to a simple hoop (knotting,	Using appropriate knife cuts to cut vegetables (carrots,	Peeling using knife peeler – carrots	

				plaiting, sewing, fastening)	peppers) for bolognaise sauce		
<u>Year 6</u>	Fabric scissors to cut variety of different materials to fit design	Using a junior hacksaw and red guide to cut mitred edges		Joining different pieces of material together using running stitch Introduce back stitch Attach handles (plaiting, knotting)		Choice of peeler	Glue gun – use under adult supervision Follow safety rules



THE 4 C'S

COOKING

Cooking kills bacteria.

Food needs to be heated till steaming hot with the core temperature reaching:

- 60°C for 45 mins
- 65°C for 10 mins
- 70°C for 2 mins
- 75°C for 30 secs
- 80°C for 6 secs

CLEANING

Cleaning kills bacteria.

- Wash hands before, during & after food preparation
- Wash all worktops, utensils, chopping boards & equipment
- Rinse unwashed salad, fruit and vegetables

CHILLING

Chilling prevents microbial growth.

Cool food to below 5°C as quickly as possible & defrost food in the fridge.

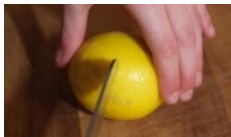
Fridge - 0°C - 5°C

Freezer - -15°C or below

CROSS CONTAMINATION

Bacteria are transferred from one object to another.

- Keep raw and cooked food separate
- Never wash raw meat
- Keep raw meat & shellfish on the bottom shelf of the fridge

Knife	Claw position Bridge position (for round fruit/vegetables)		
	 		
Peeler	Hand Peeler 	Y Peeler (hold with one hand and peeling away from other hand) 	Knife Peeler 
Needles	Use age appropriate needles e.g. smaller sized/blunt-nosed needles , for their safety. Keep the needle pointed away from yourself and other people at all times. When sewing, always place the material on a table rather than on your lap. Keep your fingers away from the tip of the needle. Never hand a sharp needle to someone else - put it on a tray for another person to pick up. Put the needles in a secure closed container or in a pin cushion after you use them.		
Sewing scissors	Use age appropriate scissors e.g. smaller sized/blunt-nosed scissors , for their safety. Keep the scissors pointed away from yourself and other people at all times. When using scissors, always place the material on a table rather than on your lap and always point scissors away from your body. Keep your fingers away from the tip of the scissors. Remember to be careful moving around with scissors. Hand them to someone with your hand around the blades, extending the handle to the recipient. For their safety, left handed children should use left handed scissors. Model using an appropriate scissor grasp .		
Sewing pins	Keep the pin pointed away from yourself and other people at all times. Keep your fingers away from the tip of the pin. Never hand a sharp pin to someone else - put it on a tray for another person to pick up. Put the pins in a secure closed container or in a pin cushion after you use them.		

St Patrick's Art and Design Task Golden Threads Progression Overview

	<u>Drawing</u>	<u>Painting and Mixed Media</u>	<u>Sculpture and 3D</u>	<u>Craft and Design</u>
EYFS	Throughout year – variety of open ended tasks as well as more formal modelling e.g. mark-making	Colour mixing based on text 'Mixed'. Open ended opportunities to explore with paint and different media e.g. self portraits	Opportunities for transient art, 'junk modelling', play dough and plasticine. Imaginary animals	Open ended opportunities for collage, design etc. Nature rubbings

<u>Year 1</u>	Making your Mark (4 steps) Developing observational drawing skills when exploration mark-making. Children use a range of tools, investigating how texture can be created in drawings.	Colour Mixing (4 steps) Exploring colour mixing through paint play, children use a range of tools and work on different surfaces.	Paper Play – 5 Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture.	Embellishments - 5 Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.
<u>Year 2</u>	Storybook (5 steps) Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form and experiment with creating patterned surfaces to add texture and detail to drawings.	Beside the Seaside (5 steps) Starting point- seaside paintings and impressionist painters. Pupils investigate how mixing a wider range of colours contributes to different effects, explore surface texture when selecting and combining materials to make final piece.	House Tiles - 5 Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Map it Out (3 steps) Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials.
<u>Year 3</u>	Botanical Art (5 steps) Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O’Keefe and traditional Chinese painters to draw natural forms	Prehistoric Art (4 steps) Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Abstract shape and space - 4 Exploring how shapes and negative spaces can be represented by 3D forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Craft and design - 3 Egyptian scrolls (No Unit)
<u>Year 4</u>	Drawing and Engraving (4 steps) Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Still Life (4 steps) Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying techniques.	Mega materials - (3 steps) Learning about the work of inspirational sculptors, children create personal responses and make choices about techniques and materials such as recycled materials and clay.	Fabric of nature - 5 Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.
<u>Year 5</u>	I Need Space (5 steps) Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	Develop a Unique Self-Portrait (5 steps) Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Interactive installation (5 steps) Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief.	Egyptian Art (4 steps) Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. (yr3)
<u>Year 6</u>	Make my voice heard - Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.	Every Picture Tells A Story (3 steps) Artist study - identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual.	Making memories - 5 Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.	Photo opportunity - pm Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images.

St Patrick's Art and Design Skills and Knowledge Progression Overview

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements of colour, form, shape, line, pattern, texture, tone)	<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
<u>EYFS</u>	Talk about their ideas and explore different ways to record them • Explore different ways to use paint and a range of media according to their interests and ideas • Explore and play with a range of media to make child-led creations. • Explore and play with clay and playdough to make child-led creations. • Experiment with mark making in an exploratory way.		• Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. • Work on a range of materials of different textures (eg. playground, bark). • Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. • Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • Use different forms of 'paint' such as mud/puddles, creating a range of artwork both abstract and figurative. • Introduce colour mixing and explore how different colours can create new colours. • Use mixed-media scraps to create child-led artwork with no specific outcome. • Push, pull and twist a range of modelling materials to affect the shape. • Create child-led 3D forms from natural materials. • Join materials in different ways e.g. using sticky tape to attach materials, joining when playdough modelling. • Design something and stick to the plan when making. • Cut, thread, join and manipulate materials with instruction and support, focusing on process	• Enjoy looking at and talking about art.	• Talk about their artwork, stating what they feel they did well.

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>Making your Mark</i>	<u>Painting and Mixed Media</u> <i>Colour Mixing</i>	<u>Sculpture & 3D</u> <i>Paper Play</i>	<u>Craft & Design</u> <i>Embellishments</i>		
<u>Yr 1</u>	-Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.	-Use sketch books to explore ideas in an open-ended way.	-Use a range of drawing materials such as pencil, chalk, charcoal, pastels, felt tips and pens. -Describe observational skills, look and reflect surface texture through mark making -Explore mark making through a range of tools, being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	-Experiment with paint, using variety of tools (e.g. brushes, sponges, fingers) to apply paint. -Investigate colour mixing. -Play with combinations of materials to create simple collage effects. -Select materials based on their properties, eg shiny, soft.	-Use their hands to manipulate a range of modelling materials. -Create 3D forms to make things from their imagination.	-Select colours, shapes and materials to suit ideas and purposes. -Design and make something that is imagined or invented. -Begin to develop skills such as measuring materials, cutting, and adding decoration.	-Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	-Describe and compare features of their own and other's art work.

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>Storybook</i>	<u>Painting and Mixed Media</u> <i>Beside the Seaside</i>	<u>Sculpture & 3D</u> <i>Clay Houses</i>	<u>Craft & Design</u> <i>Map It Out</i>		
<u>Yr 2</u>	-Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	-Experiment in sketchbooks, using drawing to record ideas. - Use sketch books to help make decisions about what to try out next.	-Further develop mark-making within a greater range of media, demonstrating increased control. -Develop observational skills to look closely and reflect surface texture through mark-making. -Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	-Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint. -Create a range of secondary colours by using different amounts of each starting colour or adding water. -Make choices about which materials to use for collage based on colour, texture, shape and pattern. -Experiment with overlapping and layering materials to create interesting effects.	-Develop understanding of sculpture to construct and model simple forms. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Develop basic skills for shaping and joining clay, including exploring surface texture.	-Respond to a simple design brief with a range of ideas. -Apply skills in cutting, arranging and joining a range of materials to include card and cellophane. -Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	-Talk about art they have seen using some appropriate subject vocabulary. -Be able to make links between pieces of art	-Explain their ideas and opinions about their own and other's art work, giving reasons. -Begin to talk about how they could improve their own work

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>Botanical Art</i>	<u>Painting and Mixed Media</u> <i>Prehistoric Art</i>	<u>Sculpture & 3D</u> <i>Abstract Shape and Space</i>	<u>Craft & Design</u> <i>African Tribal Masks</i>		
<u>Yr 3</u>	-Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	-Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	-Confidently use of a range of materials, selecting and using these appropriately with more independence. -Draw with expression and begin to experiment with gestural and quick sketching. -Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	-Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. -Mix colours with greater accuracy and begin to consider how colours can be used expressively. -Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. -In sketchbooks, use collage as a means of collecting ideas.	-Able to plan and think through the making process to create 3D forms using a range of materials. -Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). -Experiment with combining found objects and recyclable material to create sculpture.	-Learn a new making technique (paper making) and apply it as part of their own project. -Investigate the history of a craft technique and share that knowledge in a personal way. -Design and make creative work for different purposes, evaluating the success of the techniques used.	-Use subject vocabulary to describe and compare creative works. -Use their own experiences to explain how art works may have been made.	-Confidently explain their ideas and opinions about their own and other's art work, giving reasons. -Use sketchbooks as part of the problem-solving process and make changes to improve their work.

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>Drawing and Engraving</i>	<u>Painting and Mixed Media</u> <i>Still Life</i>	<u>Sculpture & 3D</u> <i>Mega Materials</i>	<u>Craft & Design</u> <i>Fabric of Nature</i>		
<u>Yr 4</u>	-Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	-Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	-Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. -Use growing knowledge of different drawing materials, combining media for effect. -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	-Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. -Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. -Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	-Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. -Show an understanding of appropriate finish and present work to a good standard. -Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	-Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. -Design and make art for different purposes and begin to consider how this works in creative industries.	-Use subject vocabulary confidently to describe and compare creative works. -Use their own experiences of techniques and making processes to explain how art works may have been made	-Build a more complex vocabulary when discussing their own and others' art. -Evaluate their work more regularly and independently during the planning and making process.

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>I Need Space</i>	<u>Painting and Mixed Media</u> <i>Unique Self-Portrait</i>	<u>Sculpture & 3D</u> <i>Interactive Installation</i>	<u>Craft & Design</u> <i>Egyptian Art</i>		
<u>Yr 5</u>	-Develop ideas more independently from their own research. -Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	-Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	-Use a broader range of stimulus to draw from, such as architecture, culture and photography. -Begin to develop drawn ideas as part of an exploratory journey. -Apply known techniques with a range of media, selecting these independently in response to a stimulus. -Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	-Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. -Develop a painting from a drawing or other initial stimulus. -Explore how collage can extend original ideas. -Combine a wider range of media, eg photography and digital art effects.	-Investigate how scale, display location and interactive elements impact 3D art. -Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. -Persevere when constructions are challenging and work to problem solve more independently.	-Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. -Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.	-Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	-Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. -Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	<u>Generating Ideas</u>	<u>Using Sketchbooks</u>	<u>Making Skills</u> (including formal elements)				<u>Knowledge of Artists</u>	<u>Evaluating and Analysing</u>
			<u>Drawing</u> <i>Make My Voice Heard</i>	<u>Painting and Mixed Media</u> <i>Every Picture Tells A Story</i>	<u>Sculpture & 3D</u> <i>Making Memories</i>	<u>Craft & Design</u> <i>Photography</i>		
<u>Yr 6</u>	-Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	-Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	-Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. -Apply new drawing techniques to improve their mastery of materials and techniques. -Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	-Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. -Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. -Consider materials, scale and techniques when creating collage and other mixed media pieces. -Create collage in response to a stimulus. -Work collaboratively on a larger scale.	-Use personal plans and ideas to design and construct more complex sculptures and 3D forms. -Combine materials and techniques appropriately to fit with ideas. -Confidently problem-solve, edit and refine to create desired effects and end results.	-Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. -Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.	-Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	-Give reasoned evaluations of their own and others work which takes account of context and intention. -Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

<u>Making Skills</u> (including formal elements of colour, form, shape, line, pattern, texture, tone)							
	<u>Colour</u>	<u>Form</u>	<u>Shape</u>	<u>Line</u>	<u>Pattern</u>	<u>Texture</u>	<u>Tone</u>
<u>Yr 1</u>	-Know that the primary colours are red, yellow and blue. -Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple	-Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. -Know that three dimensional art is called sculpture.	-Know that paper can be shaped by cutting and folding it.	-Know that drawing tools can be used in a variety of ways to create different lines. -Know that lines can represent movement in drawings.	-Know that a pattern is a design in which shapes, colours or lines are repeated.	-Know that texture means what something feels like. -Know that different marks can be used to represent the texture of objects. -Know that different drawing tools make different marks.	-Know that 'tone' in art means 'light and dark'. -Know that we can add tone to a drawing by shading and filling a shape.
<u>Yr 2</u>	-Know that different amounts of paint and water can be used to mix hues of secondary colours. -Know that colours can be mixed to 'match' real life objects or to create things from your imagination. -Know that colour can be used to show how it feels to be in a particular place, eg the seaside	-Know that 'composition' means how things are arranged on the page. -Know that pieces of clay can be joined using the 'scratch and slip' technique. -Know that a clay surface can be decorated by pressing into it or by joining pieces on.	-Know that collage materials can be shaped to represent shapes in an image. -Know that shapes can be organic (natural) and irregular. -Know that shapes can be geometric if they have mostly straight lines and angles. -Know that patterns can be made using shapes.	-Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	-Know that surface rubbings can be used to add or make patterns. -Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. -Know that patterns can be used to add detail to an artwork.	-Know that collage materials can be chosen to represent real-life textures. -Know that collage materials can be overlapped and overlaid to add texture. -Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture	-Know that shading helps make drawn objects look more three dimensional. -Know that different pencil grades make different tones.
<u>Yr 3</u>	-Know that using light and dark colours next to each other creates contrast. -Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	-Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). -Know that organic forms can be abstract.	-Know that negative shapes show the space around and between objects.	-Know that different drawing tools can create different types of lines.	-Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). -Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make	-Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	-Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. -Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching,

					varied patterns.		scribbling and stippling.
<u>Yr 4</u>	-Know that adding black to a colour creates a shade. -Know that adding white to a colour creates a tint.	-Know that using lighter and darker tints and shades of a colour can create a 3D effect. -Know that simple 3D forms can be made by creating layers, by folding and rolling materials	-Know how to use basic shapes to form more complex shapes and patterns.	-Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	-Know that symmetry can be used to create repeating patterns. -Know that patterns can be irregular, and change in ways you wouldn't expect.	-Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	-Know that using lighter and darker tints and shades of a colour can create a 3D effect. -Know that tone can be used to create contrast in an artwork.
<u>Yr 5</u>	-Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	-Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. -Know that the size and scale of three-dimensional art work changes the effect of the piece.	-Know that a silhouette is a shape filled with a solid flat colour that represents an object.	-Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	-Know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	-Know how to create texture on different materials.	-Know that tone can help show the foreground and background in an artwork.

<u>Yr 6</u>	-Know that a 'monochromatic' artwork uses tints and shades of just one colour. -Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	-Know that the surface textures created by different materials can help suggest form in two-dimensional art work.	-Know how an understanding of shape and space can support creating effective composition.	-Know how line is used beyond drawing and can be applied to other art forms.	-Know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	-Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	-Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
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	<u>Artists and Designers</u>
<u>EYFS</u>	Frida Kahlo (1907 – 1954) Mexican artist Henri Matisse (1869 – 1954) French visual artist
<u>Year 1</u>	Clarice Cliff (1899 - 1972) - English ceramics artist – Painting and Mixed Media Bridget Riley (1931 -) English op art painter – Drawing Zaria Forman (1982 -) American pastel drawings artist - Drawing Marco Balich (1962 -) Italian creative director ** Jasper Johns (1930 -) American painter, sculptor and printmaker – Painting and Mixed Media
<u>Year 2</u>	Rachel Whiteread (1963 -) English sculptor – Sculpture and 3D Quentin Blake (1932 -) Illustrator – Drawing Susan Stockwell – (1962 -) – British sculptor - Craft and Design Josef Albers (1888 – 1976) American German print artist – Craft and Design Matthew Cusick (1970 -) American multimedia artist – Craft and Design
<u>Year 3</u>	Prehistoric Art – Painting and Mixed Media Clara Peeters (active 1607 – 1621) Flemish still life painter Audrey Flack (1931 -) American artist - Painting and Mixed Media Georgia O'Keefe (1887 – 1986) American modernist artist - Drawing

	Max Ernst (1891 – 1976) German painter and sculptor - Drawing Maud Purdy (1874 – 1965) American botanical artist - Drawing Anthony Caro (1924 - 2013) English sculptor - ** Ruth Asawa (1926 - 2013) American modernist sculptor - **
<u>Year 4</u>	Paul Cezanne (1839 - 1906) French post-impressionist painter - ** Sokari Douglas Camp (1958 -) Nigerian-English sculptor - ** Bonita Ely (1946 -) Australian environmental artist - ** Ed Ruscha (1937 -) American pop art artist - Drawing Henri Matisse (1869 – 1954) French visual artist - ** Henry Moore (1898 – 1986) English sculptor - **
<u>Year 5</u>	Egyptian Art – Craft and Design Tees Albers – (1982 -) Dutch Mixed Media artist - Drawing Chila Kunari Singh Burman (1957 -) British Punjabi artist - ** Vincent Van Gogh (1853 – 1890) Dutch Post-Impressionist painter - ** Cai Guo-Qiang (1957 -) Chinese pyrotechnical artist – Sculpture and 3D
<u>Year 6</u>	Paula Rego (1935 - 1922) Portuguese/British visual artist - Painting and Mixed Media Fiona Rae (1963 -) Contemporary British Artist – Painting and Mixed Media David Hockney (1937 -) English painter – contributor to the pop art movement Pablo Picasso (1881 – 1973) Spanish painter ** Chuck Close (1940 – 2021) American portrait painter / photographer **