



	Terms 1 & 2	Terms 3 & 4	Term 5 & 6
	<u>Art and Design</u>	<u>Design and Technology</u>	<u>Art and Design</u>
Year 1	<p><u>Exploring and developing ideas</u></p> <p>To use a range of materials creatively</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><u>Evaluating and developing work</u></p> <p>Review what they and others have done.</p> <p><u>Drawing</u></p> <p>Use a variety of tools and a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p><u>Developing, planning and communicating ideas</u></p> <p>Draw on their own experience to help generate ideas.</p> <p>Model their ideas.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><u>Working with tools, equipment, materials and components to make quality products (inc-food)</u></p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Make their design using appropriate techniques.</p> <p>Assemble, join and combine materials and components together.</p>	<p><u>Printing</u></p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques.</p> <p>Build a repeating pattern and recognise patterns in the environment.</p> <p><u>Textiles/collage</u></p> <p>Use a variety of techniques, learn how to glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media.</p> <p><u>3 D form</u></p> <p>Explore sculpture with a range of malleable media.</p>



	<p><u>Painting</u></p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint. Create different textures.</p>	<p>Explore and use mechanisms.</p> <p><u>Evaluating processes and products</u></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p><u>Food and Nutrition</u></p> <p>Understand where food comes from.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Select and use appropriate fruit and vegetables to create meals.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>
<p>Year 2</p>	<p><u>Exploring and developing ideas</u></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>	<p><u>Design</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p><u>Printing</u></p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a variety of techniques.</p>



	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><u>Evaluating and developing work</u></p> <p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p> <p><u>Drawing</u></p> <p>Layer different media, Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p><u>Painting</u></p>	<p>information and communication technology.</p> <p><u>Developing, planning and communicating ideas.</u></p> <p>Generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their design ideas through discussion, observation , drawing and modelling.</p> <p>Identify simple design criteria</p> <p>Make simple drawings and label parts.</p> <p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods</p> <p>Use simple finishing techniques to improve the appearance of their product</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p><u>Textiles/collage</u></p> <p>Use a variety of techniques, Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p><u>3 D form</u></p> <p>Manipulate clay for a variety of purposes.</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
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	<p>Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p><u>Evaluating processes and products</u></p> <p>Evaluate against their design criteria.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them</p> <p><u>Food and Nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	
<p>Year 3</p>	<p><u>Exploring and developing ideas</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p><u>Developing, planning and communicating ideas.</u></p> <p>Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when designing.</p>	<p><u>Printing</u></p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p><u>Textiles/collage</u></p> <p>Use a variety of techniques.</p> <p>Name the tools and materials they have used.</p>



	<p>Create sketch books to record their observations.</p> <p><u>Evaluating and developing work</u></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p><u>Drawing</u></p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p><u>Evaluate</u></p> <p>Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work and understand how key events and individuals in design and technology have helped shape the world.</p> <p><u>Food and Nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Cutting and joining.</p> <p>Experiment with a range of media</p> <p><u>3 D form</u></p> <p>Join clay adequately and work reasonably independently.</p> <p>Plan, design and make models.</p>
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	<p>Painting</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures.</p> <p>Work confidently on a range of scales.</p>		
<p>Year 4</p>	<p><u>Exploring and developing ideas</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and developing work</u></p> <p>Compare ideas, methods and approaches in their own and others'</p>	<p><u>Design</u></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Developing, planning and communicating ideas.</u></p>	<p><u>Printing</u></p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p><u>Textiles/collage</u></p> <p>Match the tool to the material. Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with</p>



	<p>work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p><u>Drawing</u></p> <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><u>Painting</u></p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p><u>National Curriculum Criteria</u> Make. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluating processes and products</u></p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>vocabulary based on the visual and tactile elements.</p> <p><u>3 D form</u></p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>
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	<p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>		
Year 5	<p><u>Exploring and developing ideas</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and developing work</u></p> <p>Compare ideas, methods and approaches in their own and others'</p>	<p><u>Developing, planning and communicating ideas</u></p> <p>Generate ideas through brainstorming.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p><u>Evaluating processes and products</u></p>	<p><u>Printing</u></p> <p>Choose the printing method appropriate to the task.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p><u>Textiles/collage</u></p> <p>Join fabrics in different ways.</p> <p>Use a range of media to create collage.</p> <p><u>3 D form</u></p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p>



	<p>work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p><u>Drawing</u></p> <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p><u>Painting</u></p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from other</p> <p>Food and Nutrition</p> <p>Understand and apply the principles of a healthy and varied diet: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p>
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<p>Year 6</p>	<p><u>Exploring and developing ideas</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and developing work</u></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p><u>Drawing</u></p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p>	<p><u>Developing, planning and communicating ideas</u></p> <p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p><u>Evaluating</u></p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p><u>Food and Nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet: prepare</p>	<p><u>Printing</u></p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p><u>Textiles</u></p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p><u>3 D form</u></p> <p>Create sculpture and constructions with increasing independence.</p>
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	<p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p> <p><u>Painting</u></p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>	<p>and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
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