



## **Art and Design Long Term Curriculum Map**

### The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

The intent of our art and design curriculum is to deliver a curriculum which is accessible to all and will inspire happy confident independent learners who are prepared for their next stages of education and/or adulthood. Across school there are a range of students with complex needs. 100% of students have an EHCP, within this a large % of students are diagnosed as having SEMH, ASD, MLD and many other related SEND.

These Special Educational Needs and/or Disabilities can cause significant social, communication and behavioral challenges. They affect how a person acts and interacts with others, communicates, and learns. For this reason art activities have been carefully chosen to reflect this.

Pupils generally have difficulties in the following areas:

- Creativity - thinking of and expressing their own ideas,
- Application of skills - pupils may have difficulty applying previously taught skills in new contexts.

Many of our pupils have had a very disrupted Educational Journey and lack previous experience of Art and DT teaching and learning. Therefore many come to us with only the very basic levels of knowledge and skills. We work from the level of the pupil and endeavor to build on those foundations to make progress in terms of skills and knowledge. We recognise we may not be able to cover all that has been missed but will work to fill as many gaps as possible developing confidence and a love for the more creative subjects

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that art is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support. A rationale as to why each element of art is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in art, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key art statements and are ultimately prepared for accreditation at Key Stage 4 and on into adulthood.

### **Progression of skills and knowledge**

Key Stage 1, 2 and then 3 - Pupils at the earliest levels have teaching and learning based on child initiated learning and good practice.

Pupils then build on the skills knowledge gained in the earliest stages and work through progressive objectives

Key Stage 4 - Pupils are in a place to use the skills and knowledge gained in earlier stages to begin a chosen qualification route, this maybe Entry Level Certificate in Preparing for Further Learning or Employment (art), BTEC Level 1 Introductory Award or Certificate Art and Design, BTEC Level 1 or 2 Home Cooking skills. Or, those who are working at higher levels of skill and knowledge are in a place to use the skills and knowledge gained to achieve a higher level of qualification or carry out enterprise work in art and design, food or DT if it is their chosen pathway.

### **Class Groups**

Class groups are based upon the Key stage of the pupils by age and then by ability in Academic terms; therefore, each art group has a wide range of abilities.

With this in mind, our teachers work on the principal that the pupils should be supported to develop – IMAGINATION, INSPIRATION, INNOVATION through well sequenced plans which combine developing skills and knowledge

The curriculum that is in place is based upon two things:

- 1) Creative projects, skills and knowledge that lead to achieving the school's intent - to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood.
- 2) Creative projects, skills and knowledge that is relevant, usable and supports individual learning needs of the pupils in School.

Pupils may be Secondary aged pupils but may be working at Primary levels of skills and knowledge. Therefore the plans are used by teachers to design lessons at the level of the pupil and not the chronological age

## For those working within Primary levels of skills and knowledge

	Progression of skills
	KPI
	Suggested Artists – the artists are on a three year cycle

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Reception and year one ability pupils	<p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools.</p>	<p>Construct/Use materials to make known objects for a purpose</p> <p>Carve Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins.</p>	<p>Extend the variety of drawing tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs.)</p>	<p>Weaving</p> <p>Collage</p> <p>Sorting according to specific qualities</p> <p>How textiles create things.</p>	<p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>	<p>Awareness and discussion of pattern</p> <p>Repeating patterns symmetry</p>

	I can name the primary and secondary colours.	I can cut and, roll and coil materials.  I can ask questions about a piece of Art.	I can use pencils to create lines of different thickness in drawings. I can describe what I can see and give an opinion about the work of an Artist.	I can use it to create a picture.	I can create a repeating pattern in print.  I can create moods in Art work.  I can show how people feel in paintings and drawings.	I can create a repeating pattern in print.  I can create moods in Art work.  I can show how people feel in paintings and drawings.
	Pollock, Monet, Chagall, Ben Mosely, Van Gogh.	Henry Moore, Barbara Hepworth, Andy Goldsworthy.	Leonardo Da Vinci, Vincent Van Gogh, Poonac.	Linda Caverley, Molly Williams, William Morris, Gustav Klimt.	Picasso, Dan Mather, Andy Warhol	Joan Miro, Bridget Riley, Escher, Paul Klee

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
2	<p>Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black Using colours on a large scale</p>	<p>Awareness of natural and man- made forms</p> <p>Expression of personal experience and ideas</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Decorative techniques</p> <p>Replicate patterns and textures in 3D form</p> <p>Work and that of other sculptors.</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles- running stitches</p> <p>Simple applique work</p> <p>Start to explore other simple stitches collages</p>	<p>Print with a growing range of objects</p> <p>Identify the different forms of printing takes.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Natural and manmade patterns</p> <p>Discuss regular and irregular patterns</p>
	<p>I can mix paint to create all the secondary colours.</p> <p>I can create tones with paint by adding black.</p> <p>I create tints with</p>	<p>I can make a clay pot.</p> <p>I can join two clay finger pots together.</p>	<p>I can use charcoal, pencil and pastel to create Art.</p> <p>I can choose and use three different grades of pencil when drawing.</p>	<p>I can create a piece of Art in response to the work of another Artist.</p>	<p>I can create a printed piece of Art by pressing, rolling, rubbing and stamping.</p> <p>I can use different effects within an IT paint</p>	<p>I can create a printed piece of Art by pressing, rolling, rubbing and stamping.</p> <p>I can use different effects within an IT paint package.</p> <p>I can use a view finder</p>

	<p>paint by adding white.</p> <p>I can create brown with paint.</p>		<p>I can suggest how Artists have used colour, pattern and shape.</p>		<p>Package</p> <p>I can use a view finder to focus on a specific part of an artefact before drawing it.</p>	<p>to focus on a specific part of an artefact before drawing it.</p>
	<p>Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy.</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac.</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</p>	<p>Picasso, Dan Mather, Andy Warhol</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
3	<p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different types of brushes</p> <p>Techniques - apply colour using dotting, scratching, splashing</p>	<p>Shape, form, model and construct (malleable rigid materials)</p> <p>Plan and develop</p> <p>Understanding of different adhesives and methods of construction aesthetics</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both the positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people- particularly faces</p>	<p>Use smaller eyed needles and finer threads</p> <p>Weaving, Tie dying, batik</p>	<p>Relief and impressed printing</p> <p>Recording textures/ patterns</p> <p>Mono printing</p> <p>Colour mixing through overlapping colour prints</p>	<p>Pattern in the environment</p> <p>Design</p> <p>Using IT</p> <p>Make patterns on a range of surfaces</p> <p>symmetry</p>

<p>I can create background using a wash.</p> <p>I can use a range of brushes to create different effects in painting.</p>	<p>I can recognise when Art is from different historical periods.</p>	<p>I can use different grades of pencils to shade and show different tones and textures.</p> <p>I can use sketches to produce a final piece of Art.</p> <p>I can show facial expressions in my Art.</p>	<p>I can identify the techniques used by different Artists.</p> <p>I can use it to create Art which includes my own and that of others.</p> <p>I can compare the work of different Artists.</p>	<p>I can recognise when Art is from different cultures.</p>	<p>I can use digital images and combine with other media in my Art.</p>
<p>Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy.</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac.</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</p>	<p>Picasso, Dan Mather, Andy Warhol</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p>



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
4	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours</p> <p>Suitable equipment for the task</p> <p>Colour to reflect mood</p>	<p>Plan and develop</p> <p>Experience surface patterns/ texture</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural Art</p> <p>Experimenting with creating mood, feeling, movement</p> <p>Comparing different fabrics.</p>	<p>Use sketchbook for recording textures/ patterns.</p> <p>Interpret environmental and manmade patterns.</p> <p>Modify and adapt print</p>	<p>Explore environmental and manmade patterns/ tessellation</p>

	<p>I can paint onto different materials using at least four Colours</p> <p>. I can use marks and lines to show textures in my Art.</p>	<p>I can sculpt clay and other mouldable materials</p> <p>I can explain some of the features of Art from historical periods.</p>	<p>I can show facial expressions and body language in sketches and paintings.</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>I can integrate my digital images into my Art.</p>	<p>I can paint onto different materials using at least four colours.</p> <p>I can experiment with the styles used by other Artists.</p>	<p>I can show reflections in my Art.</p> <p>I can experiment with the styles used by other Artists</p> <p>. I can use marks and lines to show texture in my Art.</p>	<p>I can integrate my digital images into my Art.</p>
	<p>Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy.</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac.</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</p>	<p>Picasso, Dan Mather, Andy Warhol</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
5	<p>Hue, tint, tones, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Observation or imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>	<p>Use stories, music, poems as stimuli</p> <p>Select and use materials</p> <p>Embellish work Fabric making</p> <p>Artists using textiles.</p>	<p>Combining prints</p> <p>Design prints</p> <p>Make connections</p> <p>Discuss and evaluate own work and that of others</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>
	<p>I can use shading to create mood and feeling. I can identify and draw objects and use marks and lines to produce texture</p>	<p>I can research the work of an Artist and use their work to replicate a style.</p>	<p>I can organise line, tone, shape and colour to represent figures and forms in movement. I can successfully use shading to create mood and feeling. I can express emotion in my Art.</p>	<p>I can research the work of an Artist and use their work to replicate a style.</p>	<p>I can research the work of an Artist and use their work to replicate a style. I can create an accurate print design following criteria.</p>	<p>I can use images which I have created, scanned and found; altering them where necessary to create Art.</p>

	Pollock, Monet, Chagall, Ben Mosely, Van Gogh.	Henry Moore, Barbara Hepworth, Andy Goldsworthy.	Leonardo Da Vinci, Vincent Van Gogh, Poonac.	Linda Caverley, Molly Williams, William Morris, Gustav Klimt.	Picasso, Dan Mather, Andy Warhol	Joan Miro, Bridget Riley, Escher, Paul Klee
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
6	<p>Hue, tint, tones, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p> <p>Colour to express feelings</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Observation or imagination</p> <p>Properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>	<p>Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feeling</p> <p>Work collaboratively on a larger scale</p>	<p>Builds up drawings and images of whole or parts of items using techniques</p> <p>Screen printing</p> <p>Explore printing techniques used by various Artists</p>	<p>Create own abstract pattern to reflect personal experience s and expression</p> <p>Create pattern for purposes</p>

	<p>I can explain why I have chosen specific techniques to create my Art.</p>	<p>I can explain the style of my work and how it has been influenced by a famous Artist.</p> <p>I can explain why I have used different tools to create Art.</p>	<p>I can explain why I have chosen specific techniques in my Art.</p>	<p>I can explain the style of my work and how it has been influenced by a famous Artist.</p>	<p>I can explain the style of my work and how it has been influenced by a famous Artist.</p> <p>I can over print to create different patterns.</p> <p>I can explain why I have used different tools to create Art.</p>	<p>I can use a range of E-resources to create Art.</p>
	<p>I can use feedback to make amendments and improvements in my Art.</p> <p>Ongoing</p>					
	<p>Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy.</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac.</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</p>	<p>Picasso, Dan Mather, Andy Warhol</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p>

## For those working at the Secondary Level of Skills and Knowledge

We ensure pupils will:

- Engage in exciting, imaginative and creative Art and Design projects
- Improve and develop skills across a wide range of media, including printing, painting, drawing, collage, sculpture, textiles, food, wood and digital media.
- Increase knowledge of artists, designers, craft persons, movements, styles and theory.
- Explore and develop ideas from a range of artists, craftspersons and designers.
- Investigate and create pieces using a range of materials, processes and techniques.
- Apply previously taught skills to produce creative responses to projects in the final term
- Evaluate their own creative pieces as well as the work of others, including influential local, national and international artists and designers.
- Be informed of future HE opportunities and career pathways within Art and Design Technology
- Be encouraged to explore hobbies and interests in Art and Design Technology to improve mental health and wellbeing
- Have a good knowledge of the potential job market available within these employment routes and how to access it.
- Cook a variety of dishes using a range of cooking techniques.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Be taught how to cook and apply the principles of nutrition and healthy eating.
- Develop a love of cooking which will open doors to one of the great expressions of human creativity.
- Understand that cooking is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life
- Understand where food comes from and the sustainability of it. From the long term plan a scheme of work has been produced and implemented which has high and equal aspirations for all learners and incorporates:
  - PFA links
  - Cultural Capital links
  - Reading opportunities
  - Key Vocabulary
  - Planned differentiation, Resource, Support or activity

### **In order for us to achieve this, we have based our scheme of work on the following**

Key statements.

1. To prepare our students for employment within a range of creative industries including: art and crafts, textiles, food and hospitality as well as trades including construction, beauty and decorating.
2. To support and develop skills for independent living, physical, mental health and well-being opportunities including hobbies, voluntary work and running a safe and healthy household.
3. To enable our students to use art, design and technology to develop their understanding of the world around them through their local, national and international environments.

**Art and Design is taught through Themes for our older pupils**

These Themes run on a three year cycle (with a fourth planned thread which can be swapped in should it be decided that it is more appropriate for the group)



Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Year 1	<p>Woodland</p> <p>BRIEF: To produce a creative response using collage, printing or textiles based on the theme "Woodland"</p>	<p>Australia (Aboriginal art)</p> <p>BRIEF: To produce a patterned mosaic piece using textile, painting and sculpture techniques based on the theme of aboriginal art</p>	<p>Animals</p> <p>BRIEF: To produce a creative response using painting, and 3D techniques based on the theme "Animals"</p>	<p>Africa</p> <p>BRIEF: To produce an African mask using paint and 3D techniques based on African culture</p>	<p>Cityscapes</p> <p>BRIEF: To produce a creative response using paint, 3D and construction based on the theme "Cityscape"</p>	<p>UK (Graffiti)</p> <p>BRIEF: To produce a mural or graffiti display piece with a clear meaningful message using painting, collage, textile</p>

Year 2	<p>Industrial</p> <p>BRIEF: To produce a creative response using painting, 3D or construction techniques based on the theme "Industrial"</p>	<p>India</p> <p>BRIEF: To produce a textile piece inspired by Indian clothing using collage, printing and textiles techniques</p>	<p>Seaside</p> <p>BRIEF: To produce a creative response using collage print and textiles techniques based on the theme "Seaside"</p>	<p>Japan</p> <p>BRIEF: To produce a Japanese fan using collage, textiles printing techniques inspired by Japanese culture and nature</p>	<p>Landscapes</p> <p>BRIEF: To produce a creative response using paint and textiles techniques based on "Landscape"</p>	<p>Mexico</p> <p>BRIEF: To produce a highly patterned skull using printing, collage and textiles techniques based on Mexican culture and the celebration of "Day of the Dead"</p>
Year 3	<p>Still life</p> <p>BRIEF: To produce a creative response using collage print and textiles techniques based on the theme "Still life"</p>	<p>China</p> <p>BRIEF: To produce a moving dragon using 3D, textiles and construction dragon inspired by Chinese culture</p>	<p>Rainforest</p> <p>BRIEF: To produce a creative response using paint and 3D techniques based on the theme "Rainforests"</p>	<p>Ancient Egyptians</p> <p>BRIEF To produce a 3d piece using construction, painting and printing</p>	<p>Oceans</p> <p>BRIEF: To create a creative response using construction, textiles, 3D and finishing techniques.</p>	<p>North East / North West</p> <p>BRIEF: To create a creative response using paint, 3D, construction or textiles techniques based on a local area</p>

Optional thread	BRIEF: To produce a creative response using mixed media within the theme of "Me, Myself and I"	BRIEF: To produce a creative response using mixed media / 3D within the theme of "Self Identity"  If appropriate BRIEF: To produce a creative response using mixed media within the theme of "Our mind, our mental health"	BRIEF: To produce a creative response using mixed media within the theme of "The human body through Dreams and Fantasy"	BRIEF: To produce a creative mixed media /3d response within the theme of " People in Action"	BRIEF: To produce a mixed media creative response within the theme of "Relationships e.g. A double portrait conveying ideas about 2 people and their lives together"	BRIEF: To produce a mixed media creative response within the theme of "Self Image"
<p><b>Suggested Artists</b></p> <p>Andy Goldsworthy Andy Warhol - endangered animals Compare the pieces: 'Study of a lion' by Edwin Landseer and 'Green Donkey' by Mark Chagall John Piper Megan Coyle Henri Rousseau Hans Scherfig Laura Edgar (Tyne Bridge) Serge Mendzhiyskogo John Constable WangWei Claude Monet Leonardo Da Vinci Pieter Brughel Paul Cezanne Vincent Van Gogh Wassily Kandinsky LS Lowry Anthony Hall Graham Hodgson (Local artist with gallery in South Shields) Ralph Hedley Laura Edgar Carolyn Saxby Elaine Carlton Anni Albers Eileen Downes Caroline Saxby Jennifer Gaye Vanessa Barragão</p> <p>Emily Kame Kngwarreye Possum Tjapaltjarri Indian Folk Art - (Hatton Gallery) Traditional African Art - (Hatton Gallery) Stephen Njenga Hayashiya Niraku Noriko Matsubara <a href="https://norikoart.com/">https://norikoart.com/</a> Traditional Chinese Art- Pu Zuo Egyptian Museum Cairo - online Kerri Ambrosini Gonzalo Areúz Banksy Karl Striker Mark Shields Norman Cornish Anthony Gormley</p> <p>Roy Lichtenstein Pablo Picasso Salvador Dali Joan Miro Anthony Gormley Andy Warhol Rembrandt, Soutine, Nolde, Magritte, Khalo, Blake, Boyce, Bhimji, Rodin, Moore, Gabo, Brancusi, Epstein Georgia O'Keeffe Erica Wexler - inner body painting Andrea Kozma - Beatnik living Antonio Finelli Edvar Munch (Scream) Jayoon Choi (At the Bottom of the Anxiety Swamp) Your Pain Is My Pain by Paula Scotte</p> <p>JON BURGERMAN as he is a Nottingham born artist who is amazing and I have connections with- <a href="https://jonburgerman.com/">https://jonburgerman.com/</a></p> <p>There are Local Artists who teachers should also consider to focus on to fulfil the briefs</p>						

	<p>Possible SMSC links</p> <p>Understand different cultures and their influence in the designing of products. Art for wellbeing, explore outside school opportunities for SEND students Jobs and college courses within the arts - ceramicist, textile artist etc. chef to deliver sessions, visit to Colleges</p> <p>Life skills - cooking, budgeting and food hygiene and safety links</p> <p>Visits to the Galleries - various workshops throughout the year</p> <p>- local artists Visit to Angel of the North looking at sculpture Exhibitions at the Baltic gallery throughout the year Exhibitions at the Laing gallery throughout the year Sunderland glass centre sculptural trails through national trust and Newcastle Quayside</p> <p>Sculpture park locally</p>

## Key Vocab

General - explore, media, creative, observation, annotate, develop, investigate, evaluate Product design - label, cross-section, exploded diagram, prototype, test, purpose, user, pattern pieces, Drawing - marks, stencil, silhouette, pattern, texture, hatching, scribbling, stippling, scale, proportion, composition Collage - materials, manipulate, tearing, folding, twisting, layer, arrange, attach Printing - rubbings, patterns, printing block, impressed, relief, motifs, monoprinting 3D/ceramics - malleable, decoration, 3D, rolling, pinching, kneading, carving, glaze, sculpture, armature, freestanding Construction - cut, measure, template, assemble, lever, slider, cams and followers, pneumatic system Painting - primary, secondary, surface mix, tools, tints, shades, layering, washes, mood, composition, scale, proportion Textiles - decorate, dye, fabric, cold water dyes, stitching, batik, applique, weaving, silk painting, loom Food - food provenance, preparation, hygiene, safety, diet, consumer Digital media – crop, filter, composition

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
	DRAWING	COLLAGE/ CONSTRUCTION	3D CERAMICS/ TEXTILES	PAINTING	FOOD / PRODUCT DESIGN	PRINTING
7	<p>EXPLORING AND DEVELOPING</p> <ol style="list-style-type: none"> <li>1.To record simple media explorations in sketchbooks.</li> <li>2.To use ideas my teacher suggests to develop my work.</li> <li>3.To use a sketchbook to express feelings about a subject.</li> <li>4.To have simple links between own work and that of artists and designers e.g. use of colours.</li> <li>5.To explore the effects of different materials.</li> <li>6.To be guided by a teacher to use simple skills and techniques related to a chosen brief to produce a final piece.</li> <li>7.To verbally discuss my own ideas</li> </ol>					
<p>DRAWING</p> <ol style="list-style-type: none"> <li>1.To explore and begin to show control using a range of tools and media: fingers, hands, chalk, pens, paint and pencils.</li> <li>2.Produce lines of different thickness and tone using a pencil.</li> <li>3. To experiment with mark making and give meaning to the marks they have made.</li> <li>4. Start to produce simple patterns and textures from observations, imagination and illustrations.</li> <li>5. Use stencils to create a picture.</li> <li>6.To colour and draw within the lines using a range of media.</li> <li>7.To draw simple shapes from a given picture.</li> <li>8. To draw a simple form of a given artefact..</li> </ol>						
<p>COLLAGE</p> <ol style="list-style-type: none"> <li>1. To begin to explore different ways of manipulating materials e.g. tearing.</li> <li>2.To stick paper and card to a surface with a range of glue.</li> </ol>						

3. To begin to choose and arrange papers and cards from a selection provided.
4. To begin to choose and arrange found objects and other collage materials provided.
5. To know simple vocabulary linked to collage media.

#### PRINTING

1. To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
2. To take rubbings as a form of printmaking e.g. leaf, brick, coin.
3. To begin to produce patterns through printing.
4. To investigate textures through printing of objects and rubbings.
5. To know simple vocabulary linked to printing media.

#### 3D Ceramics

1. Explore creating a construction/ sculpture using a variety of objects e.g. recycled, malleable, natural and manmade materials.
2. To impress into malleable material such as playdough, clay or plasticine.
3. To apply simple decoration to a constructed piece.
4. To identify and distinguish sculptures from 2D art forms.
5. To be introduced to simple sculptural techniques such as construction and impression.
6. To apply materials on top of existing structures e.g. boxes, yoghurt pots etc.
7. To develop a simple understanding of the properties of materials used.

#### CONSTRUCTION

1. To measure, mark out and cut a shape using appropriate simple tools, from a template with support.
2. To explore and use simple mechanisms e.g. sliders and levers and how they create movement.
3. To join and assemble a range of different materials including timber, plastic, card, and textiles with support.
4. To understand how to create a simple stable shapes and structures with support
5. To understand and observe the use of different machinery in the workshop.
6. To know simple vocabulary linked to construction
7. To know and begin to use simple finishing techniques for timber. (sanding, varnishing, painting)

## PAINTING

- 1.To name a range of colours.
- 2 To develop knowledge of the primary colours.
3. To develop knowledge of the secondary colours.
- 4.To use primary colours in a creative response.
- 5.To mix and apply secondary colours in a creative response.
6. To explore and experiment with different painting techniques.
- 7.To experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.
8. To explore working with paint on different surfaces eg. onto rocks, clay or wood.
- 9.To know simple vocabulary linked to painting media.

## TEXTILES

- 1.To decorate and join a range in fabrics using beads, buttons, feathers using glue.
- 2.To experiment with the creation and use of natural dyes e.g. onion skin, beetroot
- 3.To understand and explore the process of weaving e.g. pipe cleaners.

## FOOD

- 1.To develop basic knowledge and understanding of ingredients and healthy eating.
- 2.To develop basic knowledge of food provenance and how it's used within the diet.
- 3.To demonstrate a range of basic food preparation and cooking techniques using a variety of food sources with support.
- 4.To demonstrate the basic principles of simple food hygiene and safety.
- 5.To develop knowledge of consumer choice in relation to making simple meals.
- 6.To demonstrate creativity through some practical cooking activities with support.
- 7.To apply basic of knowledge, understanding and skills to create simple dishes for the a chosen person/ carer or family with support

## PRODUCT DESIGN

- 1.To know how to design a product for a specific user based on design criteria with support.



## DIGITAL IMAGING

### SEE ALSO COMPUTER SCIENCE

1. To be able to use a camera or iPad to photograph work with support.
2. To know how to document and save work as it progresses through photographs.
3. To be able to open a picture digitally
4. To be able to edit photos using basic software with support. e.g. Adding a filter.
5. To be able to use simple digital tools with support.

## EXPLORING ARTISTS

To give simple reasoned opinions about the work of a given artist, craft maker or designer.

. To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

. To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.

## WORKING SAFELY

1. To work following H&S in practical classrooms, using a range of specialist tools, equipment and machines.

## EVALUATION

1. To talk about the features they like in their own work and in the work of others.
2. To begin to say what they think of different materials and techniques used.
3. To verbally give opinions on their own work.
4. To evaluate a range of existing products or pieces linked to the design brief.
5. To evaluate ideas and products against design criteria.
6. To identify skills that they have used successfully with support.



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Teacher choice but must be covered over the year	DRAWING	COLLAGE/ CONSTRUCTION	3D CERAMICS/ TEXTILES	PAINTING	FOOD / PRODUCT DESIGN	PRINTING
8	<p>EXPLORING AND DEVELOPING</p> <ol style="list-style-type: none"> <li>1.To use sketchbooks to record media explorations and experimentations with little support.</li> <li>2. To use a sketchbook to plan and develop simple ideas.</li> <li>3.To use sketchbooks to explore a range of visual elements for a final piece.</li> <li>4.To use given examples of artists and designers' styles to inform a creative response.</li> <li>5.To use a range of materials based on discussion to develop creative ideas in sketchbooks provided.</li> <li>6.To apply some taught skills and techniques to produce a creative response to a brief.</li> <li>7.To make simple annotation</li> </ol>					
	<p>DRAWING</p> <ol style="list-style-type: none"> <li>1. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>2.To understand tone through the use of different grades of pencils (HB, 2B, 4B).</li> <li>3. To draw recognisable shapes and objects from observations.</li> <li>4. To use line and tone to create surface patterns and texture and begin to use them appropriately.</li> <li>5. To draw around objects and shapes and recognise them from their silhouettes.</li> <li>6.To use a range of drawing techniques such as hatching, scribbling, stippling, and blending using a range of media.</li> <li>7.To use a viewfinder to focus on a chosen part of a picture before drawing it.</li> </ol>					

8. To use a viewfinder to focus on a chosen part of an artefact

#### COLLAGE

1. To independently explore different ways of manipulating materials e.g. tearing, folding, twisting.
2. To purposefully arrange and stick torn paper, fabrics and other materials to a surface using a range of glue.
3. To explore layering of chosen papers, fabric and other materials on a surface for effect. e.g. sea effect
4. To use natural materials to consider pattern and texture (e.g. stones, feathers, sticks, grasses, shells) within a design.
5. To understand and begin to use relevant collage vocabulary when discussing their work or that of others.

#### PRINTING

1. To experiment with mark making onto printing blocks such as foam sheets.
2. To begin printing in relief (e.g. String and card) and impressed (drawing into ink).
3. Use equipment to create simple prints (e.g. mono - printing) with a clean image.
4. Experiment with overprinting motifs and combining prints.
5. To understand and begin to use relevant printing vocabulary when discussing their work or that of others

#### 3D Ceramics

1. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay mask.
2. To manipulate malleable materials in a variety of ways including rolling, pinching and kneading and begin to explore carving.
3. To develop knowledge and understanding of different ways to finish personal 3D responses e.g. glaze, paint, polish.
4. To recognise and appreciate sculptural forms in the environment.
5. To explore a range of sculptural techniques in relation to a creative response.
6. To model over a simple armature e.g. newspaper frame for Modroc.
7. To apply property knowledge within the used processes.

## CONSTRUCTION

1. To confidently and safely measure, mark out and cut a shape using appropriate tools including using a template.
2. To experiment use and understand a range of cams and followers and how different cams create different movements.
3. To select, choose appropriate tools to join and assemble a range of materials including timber, plastic, card and textiles.
4. To compare stability and effectiveness of different shapes and structures with growing independence.
5. To understand, observe and use machinery in the workshop, with support
6. To understand and begin to use relevant construction vocabulary when discussing their work or that of others.
7. To use simple finishing techniques for timber, with support. (sanding, varnishing, painting)

## PAINTING

1. To identify a range of colours on a colour wheel. and begin to understand how colours can link to moods and feelings in art.
2. To apply knowledge of the primary colours and explore tints and shades of these.
3. To apply knowledge of the secondary colours and explore tints and shades of these.
4. To mix and match tints and shades of primary colours in various contexts.
5. To mix and match tints and shades of secondary colours in various contexts.
6. To begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture (sawdust), blocking in colour, washes, thickened paint.
7. To select and use a range of painting implements to produce marks appropriate to work. E.g. small brush for small marks.
8. To work with paint on a range of different scales and surfaces.
9. To understand and begin to use relevant painting vocabulary when discussing their work or that of others.

## TEXTILES

1. To incorporate beads, buttons, feathers into a textile design piece by stitching and other techniques.
2. To independently apply more complex textile colouring techniques and knowledge e.g. tie-dyeing and batik.
3. To independently create a loom for a creative
4. To experiment and explore the use of fabric pens on different fabrics.
5. To know simple vocabulary linked to textiles.

## FOOD

- 1.To develop knowledge and understanding of food and nutrition based upon the Eatwell guide
- 2.To deepen knowledge of food provenance and how it's used within the diet.
3. To demonstrate a range of basic food preparation and cooking techniques using a variety of food sources with independence.
4. To develop and demonstrate knowledge and understanding of food hygiene, food poisoning and safety.
- 5.To develop and apply knowledge an understanding of consumer choice to basic meal planning.
- 6.To develop creativity, technical and practical skills through a range of practical cooking activities with some independence.
- 7.To build and apply a range of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.

## PRODUCT DESIGN

- 1.To design a product for a specific user based on personal design criteria that is fit for purpose.
- 2.To add some detail, annotation and rendering to a design solution.
- 3.To develop detailed design specifications based on user choice, communicate ideas through discussion, annotated sketches and prototypes
- 4.To explain ingredients, components and their functions within a design.
- 5.To design a product fit for purpose.
- 6.To investigate and analyse existing products including food, construction materials and textiles.
- 7.To consider the influences of key individuals from the food, construction and textile industries on their personal design.
- 8.To identify and solve simple design problems and take creative risks.
- 9.To confidently complete simple tests on the effectiveness of the design and product.

## DIGITAL IMAGING

### SEE ALSO COMPUTER SCIENCE

- 1.To be able to use a camera or iPad to photograph work independently.
- 2.To know how to document and save work as it progresses through photographs, and be able to explain the processes used.
- 3.To be able to present pictures and work digitally and creatively.
- 4.To be able to edit photos using specific software independently.
- 5.To be able to use different digital tools with independence and confidence.

### EXPLORING ARTISTS

To give simple reasoned opinions about the work of a given artist, craft maker or designer.

. To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

.To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.

### WORKING SAFELY

1.To work in a confident , safe and organised way in practical classrooms, using different tools, equipment and machines.

### EVALUATION

1.To give opinions of their own and others' designs and begin to give reasons for their opinions.

2.To say what they think of different materials and techniques and adapt use of these as needed.

3.To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings.

4.To evaluate and investigate a range of existing products or pieces linked to the design brief.

5.To evaluate ideas and products against design criteria and modify design where appropriate

6.To independently identify skills that they have used successfully and those skills that they found more challenging.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Teacher choice but must be covered over the year	DRAWING	COLLAGE/ CONSTRUCTION	3D CERAMICS/ TEXTILES	PAINTING	FOOD / PRODUCT DESIGN	PRINTING
9	<p>EXPLORING AND DEVELOPING</p> <ol style="list-style-type: none"> <li>1.To use sketchbooks to collect and record visual information from different sources.</li> <li>2.To use sketchbooks to plan, try out ideas and adapt and improve original ideas.</li> <li>3. To independently generate and develop ideas relevant to purpose and intended outcome.</li> <li>4. To independently research the style of artists, craft makers or designers to influence the creative design process.</li> <li>5.To investigate visual and tactile qualities in materials in order to develop an understanding of the uses of material.</li> <li>6.To work in a sustained and independent way to produce a creative response to a brief.</li> <li>7.To discuss and independently annotate creative ideas in sketchbooks to inform the design process.</li> </ol>					
	<p>DRAWING</p> <ol style="list-style-type: none"> <li>1. 1..To independently draw in their own style using chosen drawing media for a creative purpose.</li> <li>2.To consider media, pencil grade and techniques (line, tone, colour) for a purpose e.g. representing movement, facial expressions.</li> <li>3. To draw increasingly complex shapes from observations, considering scale and proportion (Shape).</li> <li>4. To develop intricate patterns and surface texture using different grades of pencil and other implements to create lines and marks.</li> <li>5.To apply drawing techniques including stencils within a creative response.</li> <li>6.To apply a range of drawing techniques for a specific purpose within their own work.</li> <li>7. To apply and demonstrate close observation skills using a variety of viewfinders.</li> <li>8.To use artefacts as a stimulus when drawing and designing.</li> </ol>					



## COLLAGE

1. To apply different ways of manipulating materials e.g. tearing, folding, twisting, curling, cutting, dying.
2. To investigate different ways of layering and attaching materials to create effects and textures.
3. To purposefully select, sort and arrange papers, fabrics and other materials in response to a range of designs.
4. To apply techniques of textured collages through the use of a wide range of materials.
5. To understand and apply a range of collage vocabulary in relation to their own response.

## PRINTING

1. To independently design and create a printing block.
2. To independently use mono- and relief printing blocks.
3. To explore printing using multiple colours for effect.
4. To independently apply printing techniques within a mixed media response.
5. To understand and apply a range of printing vocabulary in relation to their own response.

## 3D Ceramics

1. To independently model relief and freestanding work using a range of media.
2. To independently use a range of techniques such as joining clay using slip, coiling, carving and decorating.
3. To independently apply different ways to finish work e.g. glaze, paint, polish for a chosen effect.
4. To independently apply knowledge and understanding of existing sculptural forms within the production of their own work.
5. To apply a range of sculptural techniques to produce a well thought out constructed piece.
6. To independently model over an armature and over constructed foundations.
7. To independently apply a range of processes with consideration for the properties of materials.
8. To understand and apply a range of 3D vocabulary in relation to their own response.

## CONSTRUCTION

1. To confidently select appropriate hand tools and measure, mark out and cut a shape independently.
2. To use and understand simple pneumatic systems and pulleys and how they create a range of movement.
3. To confidently select the correct tools, equipment and joining methods to assemble a range of materials for a designed purpose.
4. To compare the strength and stability of different structures in an aesthetically pleasing design

5. To independently use the machinery in the workshop.
6. To understand and apply a range of construction vocabulary in relation to their own response.
7. To independently select and use an appropriate finishing technique for timber. (sanding, varnishing, painting)

#### PAINTING

1. To independently apply paint in a sustained way with understanding of colour, tints, tone and shade.
2. To use tints and shades to show light and dark within painting.
3. To demonstrate and apply knowledge of complementary colours.
4. To independently mix colours to create a desired mood or effect.
5. To accurately mix and match colours to a given object or picture.
6. To demonstrate control when applying various paints and paint techniques for a range of effects.
7. To independently use a range of painting implements for a specific purpose in their creative response.
8. To consider composition, scale and proportion within their paintings.
9. To understand and apply a range of painting vocabulary in relation to their own response.

#### TEXTILES

1. To incorporate beads, buttons, feathers into a textile design piece by stitching and other techniques.
2. To independently apply more complex textile colouring techniques and knowledge e.g. tie- dying and batik.
3. To independently create a loom for a creative outcome
4. To independently apply more complex textile manipulation techniques and knowledge e.g. applique, patchwork and weaving within a creative piece.
5. To understand and apply a range of textile vocabulary in relation to their own response.

#### FOOD

1. To extend their knowledge and understanding of food, diet and health.
2. To independently apply knowledge and understanding of food provenance and consumer information in meal planning.
3. To extend food preparation skills and explore a range of food sources, cooking techniques demonstrating confidence, creativity and

independence.

4. To independently apply knowledge of food hygiene, food safety and food poisoning knowledge within food preparations.
5. To independently extend and apply their knowledge of consumer choice to family meal planning.
6. To independently demonstrate with confidence creativity, technical skills and practical skills through a range of practical cooking activities.
7. To build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.

#### PRODUCT DESIGN

1. To use research and develop design criteria to inform the design to ensure it is fit for purpose.
2. To be able to generate a range of rendered design solutions, with annotation and dimension.
3. To use and develop detailed design specifications to inform the design of innovative, functional and appealing products, aimed at particular individuals or groups.
4. To select from and use a wider range of ingredients, materials and components according to their functional properties and aesthetic qualities within their design.
5. To design a well-constructed product fit for purpose.
6. To investigate and analyse a range of existing products and apply their findings to their design.
7. To consider the influence and impact of key individuals from the food, construction and textile industries on product design.
8. To 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.
9. To independently make adjustments and modifications throughout the design and making process.

#### DIGITAL IMAGING

SEE ALSO COMPUTER SCIENCE

1. To be able to use a camera to photograph work from different angles considering composition and lighting.
2. To know how to document and save work as it progresses through photographs, and be able to explain the processes used including personal opinions.
3. To be able to present work digitally and creatively while including personal comments and opinions.

4. To be able to edit photos using specific software, and be able to explain/discuss visual differences.
5. To be able to use different digital tools, selecting which tools are

#### EXPLORING ARTISTS

To give simple reasoned opinions about the work of a given artist, craft maker or designer.

. To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

. To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.

#### WORKING SAFELY

1. To use specialist tools, equipment and machinery in the practical classrooms and be able to explain how to use them following H&S in an appropriate manner.

#### EVALUATION

1. To independently identify strengths and weaknesses in their own and others' designs in response to the design brief.
2. To continually evaluate and adapt the use of materials and techniques throughout a design project.
3. To discuss and describe what they like about their own work and any problems they are trying to solve.
4. To use investigations of existing products and pieces to inform own design process and products
5. To evaluate against design criteria, using appropriate testing and considering the needs of the user and technical and creative aspects.
6. To confidently identify skills that they need to improve on and how they are going to achieve this.







