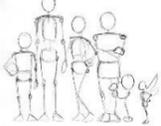
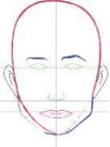


## Art and DT Curriculum

### Year A - YEAR 1/2

	Autumn	Spring	Summer
Whole school focus	York	Discover	Step Back In Time
Class focus	Homes Now and Then	Kings and Queens	Ice Age
Art/DT focus	Art: Sculpture DT: Design, Construct, Evaluate	DT: Cooking ART: Painting Portraits	DT Textiles and sewing Art: Drawing
Skills and Techniques	<p>DT</p> <p>I can create a simple design for my product that is functional and appealing to myself and others.</p> <p>I can use words and pictures to describe what I want to do.</p> <p>I can talk about my design.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>ART</p> <p>I can use my hands as a tool to shape clay</p> <p>I can flatten clay to make a smooth surface.</p> <p>I can shape clay using my hands.</p> <p>I can make different marks in clay by pressing into it.</p> <p>I can shape clay to make a simple model.</p> <p>I can investigate joining techniques.</p>	<p>DT</p> <p>I can create a simple design for my product that is functional and appealing to myself and others.</p> <p>I can use words and pictures to describe what I want to do.</p> <p>I can talk about my design.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. weighing, measuring, rolling, cutting, grating</p> <p>I can make a list of what ingredients and tools I will need. (and follow a simple recipe)</p> <p>ART</p> <p>I can use a range of materials to make products.</p> <p>I can use different materials to create basic shapes. (pencil and pencil crayon)</p> <p>I can draw using a range of outlines and colour in blocks of primary and mixed colours.</p> <p>I can draw outlines for portraits</p> <p>I can improve different art and design techniques in using colour, pattern, shape and line.</p>	<p>DT</p> <p>I can create a simple design for my product that is functional and appealing to myself and others.</p> <p>I can use words and pictures to describe what I want to do.</p> <p>I can talk about my design. Describing what I want to do.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>I can make a list of what materials and tools I will need.</p> <p>ART</p> <p>I can experiment with a range of materials with which to create drawings, for example, Charcoal, Wax, drawing pencils, chalk, pastel, felt tips, ink.</p> <p>I can investigate the different types of marks each material can make, comparing and contrasting.</p> <p>I can investigate different types of markings to create texture within a drawing.</p> <p>I can try different methods of applying the marks, eg toothbrush, cotton bud, toothpick, sponge, feathers, cotton wool and use these to create desire effects in pictures.</p>
Evaluate and Appreciate	<p>DT</p> <p>I can ask simple questions about existing products and those that I have made</p> <p>I can share my ideas with others.</p> <p>I can plan my design.</p> <p>I can use construction techniques to create a product.</p> <p>I can evaluate and make changes as necessary to make my product more effective.</p> <p>I can think about what I would do differently next time.</p> <p>I can say what I like about my model.</p> <p>ART</p> <p>I can compare my model to those of others, thinking about features I like.</p>	<p>DT</p> <p>I can ask simple questions about existing products and those that I have made.</p> <p>I know basic cooking hygiene, the basic principles of healthy eating and where some food comes from.</p> <p>ART</p> <p>I can look at the work of an Artist and describe it.</p> <p>I can talk about similarities and differences between the work of an Artist and my own work.</p>	<p>DT</p> <p>I can use my knowledge of existing products to create a simple design.</p> <p>I can use simple textile joining techniques to create my product and add detail to finish the product.</p> <p>I can ask simple questions about products that I have made.</p> <p>I can evaluate the effectiveness of my product.</p> <p>ART</p> <p>I can evaluate different methods of mark making to crate form, line and texture.</p> <p>I can use appropriate methods to create a final piece.</p>

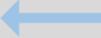
<p><b>Suggested tasks</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Explore a variety of homes over time</li> <li>Use the construction area to build homes</li> <li>Build several frames for a home, selecting from given materials to find the strongest</li> <li>Match pictures of different houses designs to labels</li> <li>Find featured you like on house designs</li> <li>Follow a design sheet to make a house</li> <li><b>Kapow: Windmill Construction</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Explore using clay to make pinch pots.</li> <li>Investigate effects of different materials being used to make imprints in clay</li> <li>Use a variety of tools to shape clay.</li> <li><b>KAPOW: Clay houses – make and design a clay tile.</b></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Learn how to work hygienically</li> <li>Compare a range of shop bought products of the same type and evaluate</li> <li>Explore what a recipe it and practise weighing and measuring</li> <li>Using a basic recipe, bake or cook a savoury product</li> <li>Using knowledge of the savoury recipe, plan and make own savoury product by varying ingredients</li> <li>Follow a design sheet to evaluate own product</li> <li><b>KAPOW: A balanced diet. Design and make a healthy wrap</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Paint Monarch portraits</li> <li>Practise outlines of face shapes, necks, shoulders</li> <li>Practise outlines of body shapes using limb and joint markers</li> </ul>  <ul style="list-style-type: none"> <li>Practice folds and fixings in card or paper- Look at Darrell Wakelam to add crowns and ruffs to royal portraits</li> <li>Explore using smaller brushes for detail</li> <li>Focus on face proportions for eyes, ears, nose and mouth</li> </ul>  <ul style="list-style-type: none"> <li></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Practise threading a needle</li> <li>Practise tying a knot in thread</li> <li>Learn the different basic stitches: running, cross (with support) and blanket (with support)</li> <li>Explore stitching around complex practise shapes</li> <li>Plan, design and make</li> <li>Follow a design sheet to evaluate own product</li> <li><b>Kapow: Puppets</b></li> </ul> <p>ART</p> <p>Practice mark making with a variety of different media: charcoal, Wax, drawing pencils, chalk, pastel, felt tips, ink.</p> <p>Explore using a range of different application techniques eg toothbrush, cotton bud, toothpick, sponge, feathers, cotton wool or other methods they wish to investigate.</p> <p>Produce a final piece to incorporate a variety of styles.</p> <p><b>Kapow: Drawing – tell a story</b></p>	
<p><b>Vocabulary</b></p>	<p>house Axles Design Plan Measure Make Decorate Stronger Stiffer</p>	<p>Join Fix Cut Surface Score Imprint Join Blend slip</p>	<p>Line Portrait Feature Shape Outline Size Length</p>	<p>Recipe Ingredients Mix Measure Grams Method Cook Bake Oven degrees</p>	<p>Needle Thread Knot Line Stitch Cross stich Running stitch Blanket stitch Outline Pattern Fix Join</p>	<p>Charcoal Pastel Mark Shade Texture Blend</p>

<b>Outcomes: Art and DT Knowledge</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that you need an equipment list to make a product</li> <li>Know that it is better to plan a design first</li> <li>Know how to make a frame stronger</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know techniques for making a clay sculpture.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that surfaces and hands must be clean before cooking</li> <li>Know that long hair should be tied back</li> <li>Understand what makes food savoury</li> <li>Know that you can change a recipe and it will change the taste/ look of the product</li> <li>know that you need to measure your ingredients</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know that painted and sketched portraits existed before photos</li> <li>Know that a lot of people have painted portraits of the Queen (link to previous work on Warhol)</li> <li>Evidence of facial proportion</li> <li>Control of fine brush work</li> <li>.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know how to thread and knot a needle and thread</li> <li>Know that you need a back and a front to form a simple pattern</li> <li>Know that pins can hold a pattern in place</li> <li>Know that you can make different stitches</li> <li>Understand that sewing can be used to fix materials rather than gluing</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know that different media can make different types of marks and begin to discuss why</li> <li>Know that marks can be made through different application techniques</li> <li>Select appropriate techniques for desired affects based on research.</li> </ul>
<b>Previous</b> ←	<p>EYFS</p> <ul style="list-style-type: none"> <li>Return to and build on previous learning, refining ideas</li> </ul>	<p>EYFS</p> <ul style="list-style-type: none"> <li>Return to and build on previous learning, refining ideas</li> </ul>	<p>EYFS:</p> <ul style="list-style-type: none"> <li>Use a range of tools competently, safely and confidently</li> </ul>
<b>Year B Focus</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that some food is bought or grown locally and some come from far away (know examples)</li> <li>Know which foods are healthier to eat</li> <li>Understand the difference between savoury and sweet foods</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Understand that different lines and 2d shapes are used within art work to create a desired effect.</li> <li>Recognise the use of these techniques by well known artists</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that cardboard can be fixed using different adhesives (glues or tapes) or non adhesive options</li> <li>Know what materials will make cardboard stronger</li> <li>Know how to cut and glue safely</li> <li>Understand how levers and sliders work and evidence practising these</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know to measure accurately (in cm)</li> <li>Know that paper can be used in different ways and for different purposes, not just simple 2d drawings.</li> <li>Know how to manipulate paper to create a 3d outcome.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know how to thread and knot a needle and thread</li> <li>Know that you need a back and a front to form a simple pattern</li> <li>Know that pins can hold a pattern in place</li> <li>Know that you can make different stitches</li> <li>Understand that sewing can be used to fix materials rather than gluing</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know that pop art is a style or art</li> <li>Show which pairs of colours work well together and which do not</li> <li>Use a stencil by holding and drawing simultaneously</li> <li>Use pencils to create outlines of dinosaurs</li> <li>Know that different pencils create different marks</li> </ul>
<b>Next</b> →	<p>DT</p> <p>Know what the three dimensions are: length, depth and width</p> <p>Understand that planning is important to contribute to producing a high quality design and product</p> <p>Understand how to manipulate materials to create a desired effect</p> <p>ART</p> <p>Know how to manipulate paper to create a 3d effect.</p> <p>Know that structures need to be successfully joined in order fro them to be stable.</p>	<p>DT</p> <p>Know how to combine products to make a healthy product</p> <p>Know that products which are sold can be packaged and marketed and how to do this</p> <p>Know that food can be processed at a factory</p> <p>ART</p> <p>Know how to create different effects in drawings via shape, tone, texture and composition</p> <p>Know, recognise and appreciate different styles of art: observational and abstract.</p>	<p>DT</p> <p>Explore range of sewing stiches for purposes- decoration and fixing/ joining</p> <p>Creation a small-scale pattern and rehearsal of joins</p> <p>ART</p> <p>Know how to use ancient art in a contemporary style.</p>

## Year B YEAR 1/2

	Autumn	Spring	Summer
Whole school focus	York	Discover	Me, Myself and I
Class focus	Chocolate and Railways	Castles and Dragons	Dinosaurs
Art/DT focus	DT: Cooking and Nutrition ART: Drawing	DT: Construction – Levers ART: Sculpture and 3D techniques	DT: Textiles ART: Collage, Painting and Digital Media
Skills and Techniques	<p>DT</p> <p>I can research my ideas using ICT.</p> <p>I can choose tools I would like to use: cutting, rolling, cooking, stirring, measuring etc.</p> <p>I can talk about melting chocolate.</p> <p>I can talk about where foods come from (further away v local)</p> <p>ART</p> <p>I can investigate the work of modern artists create my own interpretations.</p> <p>I can experiment with lines, 2D shapes and colour.</p> <p>I can understand the importance of looking closely when doing observational drawings.</p> <p>I can layer materials to create different effects.</p>	<p>DT</p> <p>I can create a simple design for my product that is purposeful and functional based on design criteria given.</p> <p>I can generate, develop, model and communicate my ideas through talking drawing, templates and mock ups and planning.</p> <p>I can research my ideas using ICT.</p> <p>I can choose tools I would like to use and select materials based on my knowledge of their properties.</p> <p>I can safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>I can explore and use mechanisms such as levers, sliders and wheels in products.</p> <p>I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p> <p>ART</p> <p>I can roll paper to make 3D structures</p> <p>I can shape paper to make a 3d drawing</p> <p>I can explore paper shaping techniques to make a 3D sculpture</p> <p>I can use other artistic skills eg painting, when working in 3D</p>	<p>DT</p> <p>I can create a simple design for my product that is purposeful and functional based on design criteria given.</p> <p>I can sew running stitch with regular sized stitches and I understand there must be a knot at each end.</p> <p>I can prepare and cut fabric from a template.</p> <p>I can add finishing touches to finalise my product.</p> <p>I can evaluate my product.</p> <p>ART</p> <p>I can use a range of materials to make products.</p> <p>I can use different materials to create basic shapes</p> <p>I can draw using a range of outlines and colour in blocks of primary and mixed colours.</p> <p>I can draw, paint my ideas from a given brief or instructions.</p> <p>I can improve different art and design techniques in using colour, pattern, shape and line.</p> <p>I can draw and paint using real life experiences, research ideas and my imagination.</p> <p>I can develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
Evaluate and Appreciate	<p>DT</p> <p>I can evaluate and assess existing products and that that I have made using a design criteria.</p> <p>I can state what I like and dislike about my product.</p> <p>ART</p> <p>I can express preferences for different styles with justifications.</p> <p>I can select equipment to create the effects I am wanting to make.</p> <p>I can focus on line and shape when doing observational drawings.</p>	<p>DT</p> <p>I can evaluate and assess existing products and that that I have made using a design criteria.</p> <p>can state what I like and dislike about my product.</p> <p>ART</p> <p>I can recognise that paper can be manipulated and is not just for drawing on.</p> <p>I can fold, bend, cut and twist paper to create different effects to create a 3D piece.</p> <p>I can apply other artistic techniques to my piece to create a final product.</p> <p>I can evaluate my own and others 3D work, saying what like and what changes I would make.</p>	<p>DT</p> <p>I can evaluate and assess existing products and that that I have made using a design criteria.</p> <p>can state what I like and dislike about my product.</p> <p>ART</p> <p>I can share my ideas with others.</p> <p>I can look at the work of a range of Artists, make my own observations, comparing similarities and differences.</p> <p>I can share and explain my ideas and experiences with others</p>

<p><b>Suggested tasks</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Look at where our food comes from and what York is famous for</li> <li>Make a chocolate lolly</li> <li>Know why fruit and veg are healthy and compare to sweet food.</li> <li><b>KAPOW: Fruit and vegetables</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Link to maths – explore 2d shapes, draw around, overlap, shade and colour.</li> <li>Investigate lines – straight, curved, curly, zigzag, hatched etc – and length.</li> <li>Use different techniques to draw, heavy, bold, light, smooth, jagged. Pressing marks using a strong hand, or more gently.</li> <li>Investigate and appreciate artists who use shape and line: Kandinski, Mondrian, Bridget Riley</li> <li><b>KAPOW: Make your Mark</b></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Teach, model and practise cutting and joining card</li> <li>Practise joining card and fixing without glue</li> <li>Investigate reinforcing using cardboard corners, tapes and hot glue</li> <li>Model and investigate levers and sliders using trial and error and recording steps and tips</li> <li>Follow the design sheet to plan, make and evaluate to make either a castle/ battlement/ weapon etc</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Use rolling techniques to create a castle turret – add scissor skills for crenulations.</li> <li>Use bends and folds to add other features to the castle – bridges, outbuildings etc.</li> <li>Paint final model</li> <li>Investigate and recreate tree of life mythology.</li> <li><b>KAPOW: Paper Play</b></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Dinosaur footprint sewn design <b>KAPOW: Sewing pouches</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Dinosaur stencils and free hand sketches</li> <li>Dino footprints</li> <li>Share basic colour wheel and experiment with pairing colours</li> <li>Study the work of pop artists eg Andy Warhol</li> <li>Create pop art dinosaurs with a selection of paint and pens.</li> <li>Use Ipads to create effects on photos of dinosaurs to create pop art</li> </ul>	
<p><b>Vocabulary</b></p>	<p>Savoury Sugar Healthy Benefits Grown Chop Prepare Cook Raw melt</p>	<p>shape line texture marks hard soft rough smooth observation experiment shadow light and dark thick straight wiggly</p>	<p>Cardboard Fix Join Bend Fold Tape Secure Strengthen Hold Lever Slider Cut measure</p>	<p>Fold Bend Twist Roll Manipulate</p>	<p>Pencil Colour Light Dark Press Pressure Outline Colour Colour names</p>	<p>Decorate Fabric glue Needle Running stitch Template Fabric Knot Sew Thread</p>
<p><b>Outcomes: Art and DT Knowledge</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that some food is bought or grown locally and some come from far away (know examples)</li> <li>Know which foods are healthier to eat</li> <li>Understand the difference between savoury and sweet foods</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Understand that different lines and 2d shapes are used within art work to create a desired effect.</li> <li>Recognise the use of these techniques by well known artists</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Know that cardboard can be fixed using different adhesives (glues or tapes) or non adhesive options</li> <li>Know what materials will make cardboard stronger</li> <li>Know how to cut and glue safely</li> <li>Understand how levers and sliders work and evidence practising these</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can measure accurately (in cm)</li> <li>Know that paper can be used in different ways and for different purposes, not just simple 2d drawings.</li> <li>Know how to manipulate paper to create a 3d outcome.</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Know how to thread and knot a needle and thread</li> <li>Know that you need a back and a front to form a simple pattern</li> <li>Know that pins can hold a pattern in place</li> <li>Know that you can make different stitches</li> <li>Understand that sewing can be used to fix materials rather than gluing</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know that pop art is a style or art</li> <li>Show which pairs of colours work well together and which do not</li> <li>Use a stencil by holding and drawing simultaneously</li> <li>Use pencils to create outlines of dinosaurs</li> <li>Know that different pencils create different marks</li> </ul>	

<p><b>Previous</b></p> 	<p>EYFS:</p> <ul style="list-style-type: none"> <li>• Know and talk about factors that support overall health and wellbeing</li> </ul>	<p>EYFS:</p> <ul style="list-style-type: none"> <li>• Use a range of tools competently, safely and confidently</li> </ul>	<p>EYFS</p> <ul style="list-style-type: none"> <li>• Return to and build on previous learning, refining ideas</li> </ul>
<p><b>Year A Focus</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know that you need an equipment list to make a product</li> <li>• Know that it is better to plan a design first</li> <li>• Know how to make a frame stronger</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know techniques for making a clay sculpture.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know that surfaces and hands must be clean before cooking</li> <li>• Know that long hair should be tied back</li> <li>• Understand what makes food savoury</li> <li>• Know that you can change a recipe and it will change the taste/ look of the product</li> <li>• know that you need to measure your ingredients</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know that painted and sketched portraits existed before photos</li> <li>• Know that a lot of people have painted portraits of the Queen (link to previous work on Warhol)</li> <li>• Evidence of facial proportion</li> <li>• Control of fine brush work</li> <li>•</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know how to thread and knot a needle and thread</li> <li>• Know that you need a back and a front to form a simple pattern</li> <li>• Know that pins can hold a pattern in place</li> <li>• Know that you can make different stitches</li> <li>• Understand that sewing can be used to fix materials rather than gluing</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know that different media can make different types of marks and begin to discuss why</li> <li>• Know that marks can be made through different application techniques</li> <li>• Select appropriate techniques for desired affects based on research.</li> </ul>
<p><b>Next</b></p> 	<p>DT</p> <ul style="list-style-type: none"> <li>• Know how to apply levers and sliders in a new context (drawing upon previous learning)</li> <li>• Show examples of exploration with reinforcement beyond simple corners</li> </ul> <p>ART</p> <p>Know how to recognise and use proportion, composition and pattern within a drawing. Understand how to combine media to create different effects.</p>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know that fastenings are used for a variety of purposes and that different fastenings are used to suit different products.</li> <li>• Know how to use a template to mock up a product before creating.</li> <li>• Be confident with a stitch style and know that a knot is needed at each end.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know the primary and secondary colours</li> <li>• Know that white and black change the shade of a colour</li> <li>• Know how to match a colour to an emotion</li> <li>• Demonstrate ability to adapt life-like features to change the mood</li> </ul>	<p>DT</p> <p>Know how to follow a simple recipe Know that changing an ingredient can change the taste/look of a product. Know that surfaces and hands must be clean before cooking Know that long hair should be tied back Understand what makes food savoury Know that you can change a recipe and it will change the taste/ look of the product know that you need to measure your ingredients</p> <p>ART</p> <p>Know what the three dimensions are: length, depth and width Understand that planning is important to contribute to producing a high quality design and product Understand how to manipulate materials to create a desired effect</p>

## Year A - YEAR 3/4

	Autumn	Spring	Summer
Whole school focus	York	Discover	Me, Myself and I
Class focus	York – A Changing City	Japan	Egyptians
Art/DT focus	DT: Structures ART: Sculpture (Science link)	DT: Cooking and Nutrition ART: Drawing	DT: Textiles (Weaving) ART: Craft and design (Egyptian scrolls)
Skills and Techniques	<p>DT</p> <p>I can recognise 3D shapes in everyday items eg buildings, furniture</p> <p>I can design a structure based on knowledge of 3D shapes – link with maths</p> <p>I can score or cut along lines on the net of a 3D shape.</p> <p>I can use glue to securely assemble geometric shapes.</p> <p>I can utilise skills to build a complex structure from simple geometric shapes.</p> <p>ART</p> <p>I can create designs using annotated sketches and prototypes.</p> <p>I can talk about my design and discuss how it might change from my original idea after research and prototypes making a note of steps and order.</p> <p>I can explore materials to create a sculpture of the body.</p> <p>I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>DT</p> <p>I can use my knowledge of existing products to design a delicious and appealing product for a particular purpose and audience.</p> <p>I can create designs using annotated sketches, exploded diagrams and pattern pieces.</p> <p>I can research and develop my design from a given design criteria including what wouldn't work/ don't like.</p> <p>I can use techniques which require more steps and stages</p> <p>Prepare and cook a variety of Japanese food</p> <p>ART</p> <p>I can recognise how artists use shape in drawing</p> <p>I can create tone in drawing by shading</p> <p>I can understand how texture can be created and used to make art.</p> <p>I can apply observational drawing skills to create detailed studies.</p> <p>I can understand how to use composition to create abstract drawings</p>	<p>DT</p> <p>I can research how to weave.</p> <p>I can create designs using annotated sketches and cross sectional designs and pattern pieces.</p> <p>I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.</p> <p>I can apply techniques I have learnt to strengthen structures and explore my own ideas.</p> <p>ART</p> <p>I can research ancient Egyptian scrolls</p> <p>I can investigate the style, pattern and characteristics of ancient Egyptian art.</p> <p>I can apply design skills inspired by an ancient civilisation.</p> <p>I can apply understanding of ancient techniques to create a new material.</p> <p>I can use painting and drawing skills in the style of ancient Egypt.</p>
Evaluate and Appreciate	<p>DT</p> <p>I can investigate and analyse existing products and those I have made, considering a wide range of factors and or a given criteria.</p> <p>I can talk about how I would improve my product if I was to make it again.</p> <p>Evaluate their work by answering simple questions.</p> <p>ART</p> <p>I can recognise that paper can be manipulated to create structures.</p> <p>I can add effects to create impact.</p> <p>I can use my knowledge of 3d shapes and recognise these in items in everyday life.</p> <p>I can design a structure using 3d shapes, create them from nets and successfully secure them in my final piece.</p>	<p>DT</p> <p>I can investigate and analyse a range of existing products and explain how they will help to develop my design.</p> <p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p> <p>ART</p> <p>I can express preferences for different styles with justifications.</p> <p>I can select equipment to create the effects I am wanting to make.</p> <p>I can look at the work of a range of Artists, make my own observations, comparing similarities and differences.</p> <p>I can share and explain my ideas and experiences with others</p>	<p>DT</p> <p>I can make detailed evaluations about existing products and my own considering the views of others to improve my work. Remarking on the skills used: Eg. Joins, strength, flexibility</p> <p>ART</p> <p>I can discuss and use historical styles, researching as necessary, and selecting appropriate equipment to create a modern piece.</p>

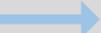
<b>Suggested tasks</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Draw and label a simple castle that includes the most common features – link to castles in local York area.</li> <li>Recognise that a castle is made up of multiple 3D shapes.</li> <li>Design and build a castle with key features which satisfy a given purpose.</li> <li><b>KAPOW: Structures: constructing a castle.</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Explore the different shapes needed to make the human body</li> <li>Follow the design sheet to plan, design, make and evaluate a human body</li> <li>Use wire to create a human body</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Investigate how Japanese food is made</li> <li>Design and make packaging using knowledge of suitable hygienic materials</li> <li>Design and make a product based on Japanese food Follow the design sheet to design, plan and make food products</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Use simple 2d shapes to help develop observation drawing skills of manmade and natural objects.</li> <li>Investigate shading with drawing pencils, to add light and dark tones to a sketch.</li> <li>Take texture rubbings, and use them within artwork, in the style of artists Max Ernst Maud Purdy.</li> <li>Investigate composition via the artwork of Gerogia O Keeffe</li> <li><b>Kapow: Growing artists.</b></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Look at and create Egyptian patterns with sketches and drawings</li> <li>Practise independent use of stitches</li> <li>Building on KS1, combine stitches to create effective patterns</li> <li>Look at examples of Egyptian weaving and sort/evaluate purpose (decorative or functional)</li> <li>Create small weaving samples to support product design</li> <li></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Explore Ancient Egyptian art (history link, what does it tell us about life at that time) Respond with own artwork, exploring pattern and form across mixed media.</li> <li>Design an Egyptian scroll</li> <li>Make Papyrus</li> <li>Apply scroll design to the Papyrus</li> <li><b>Kapow: Ancient Egyptian scrolls</b></li> </ul>	
<b>Vocabulary</b>	Build Design Plan Adapt Sculpt	2D 3D castle design key features net scoring shape stable stiff strong structure tab	Cook Prepare Hygiene Combine Taste Texture Flavour Production Processed Healthy	Shape Texture Shade Tone Rubbings Composition Observational drawing Abstract art	Form Crease Mould Fix Techniques Explore Weave Needle Loom material	Scroll Translate Design Papyrus Imagery Style Technique Ancient Egyptian Civilisation Pharaoh Tomb
<b>Outcomes: Art and DT Knowledge</b>	<p>DT</p> <p>Know what the three dimensions are: length, depth and width Understand that planning is important to contribute to producing a high quality design and product Understand how to manipulate materials to create a desired effect</p> <p>ART</p> <p>Know how to manipulate paper to create a 3d effect. Know that structures need to be successfully joined in order for them to be stable.</p>		<p>DT</p> <p>Know how to combine products to make a healthy product Know that products which are sold can be packaged and marketed and how to do this Know that food can be processed at a factory</p> <p>ART</p> <p>Know how to create different effects in drawings via shape, tone, texture and composition Know, recognise and appreciate different styles of art: observational and abstract.</p>		<p>DT</p> <p>Explore range of sewing stitches for purposes- decoration and fixing/ joining Creation a small-scale pattern and rehearsal of joins</p> <p>ART</p> <p>Know how to use ancient art in a contemporary style.</p>	
<b>Previous</b> 	<p>DT</p> <ul style="list-style-type: none"> <li>Know that you need an equipment list to make a product</li> <li>Know that it is better to plan a design first</li> <li>Know how to make a frame stronger</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know techniques for making a clay sculpture.</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Know that surfaces and hands must be clean before cooking</li> <li>Know that long hair should be tied back</li> <li>Understand what makes food savoury</li> <li>Know that you can change a recipe and it will change the taste/ look of the product know that you need to measure your ingredients</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Know how to thread and knot a needle and thread</li> <li>Know that you need a back and a front to form a simple pattern</li> <li>Know that pins can hold a pattern in place</li> <li>Know that you can make different stitches</li> <li>Understand that sewing can be used to fix materials rather than gluing</li> </ul>	

		<p>ART</p> <ul style="list-style-type: none"> <li>• Know that painted and sketched portraits existed before photos</li> <li>• Know that a lot of people have painted portraits of the Queen (link to previous work on Warhol)</li> <li>• Evidence of facial proportion</li> <li>• Control of fine brush work</li> <li>•</li> </ul>	<p>ART</p> <ul style="list-style-type: none"> <li>• Know that different media can make different types of marks and begin to discuss why</li> <li>• Know that marks can be made through different application techniques</li> <li>• Select appropriate techniques for desired affects based on research.</li> </ul>
<b>Year B Focus</b>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know how to apply levers and sliders in a new context (drawing upon previous learning)</li> <li>• Show examples of exploration with reinforcement beyond simple corners</li> </ul> <p>ART</p> <p>Know how to recognise and use proportion, composition and pattern within a drawing. Understand how to combine media to create different effects.</p>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know that fastenings are used for a variety of purposes and that different fastenings are used to suit different products.</li> <li>• Know how to use a template to mock up a product before creating.</li> <li>• Be confident with a stitch style and know that a knot is needed at each end.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know the primary and secondary colours</li> <li>• Know that white and black change the shade of a colour</li> <li>• Know how to match a colour to an emotion</li> <li>• Demonstrate ability to adapt life-like features to change the mood</li> </ul>	<p>DT</p> <p>Know how to follow a simple recipe Know that changing an ingredient can change the taste/look of a product. Know that surfaces and hands must be clean before cooking Know that long hair should be tied back Understand what makes food savoury Know that you can change a recipe and it will change the taste/ look of the product know that you need to measure your ingredients</p> <p>ART</p> <p>Know what the three dimensions are: length, depth and width Understand that planning is important to contribute to producing a high quality design and product Understand how to manipulate materials to create a desired effect</p>
<b>Next</b> 	<p>DT</p> <ul style="list-style-type: none"> <li>• Understand the origins of simple ingredients.</li> <li>• Recognise the benefits of eating healthily.</li> <li>• Use cooking skills to prepare a nutritious product.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Build on previous learning (joins and fixings) to form shape and depth by moulding, creasing and scoring practise pieces</li> <li>• Be able to use cross-sections to explain join points, fixing and features</li> <li>• Know and recognise the work of a selection of significant artists.</li> <li>• Evaluate a piece of art and develop a personal response to it, with justifications.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• To apply learned skills and knowledge from across KS2 to build and decorate a room from the CAD design</li> <li>• To be able to build a circuit with a light and alarm</li> <li>• To be able to code to control and monitor the circuit</li> <li>• Know that circuits can be controlled by computers</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• To apply skills learnt across KS2 to develop sketching skills, including perspective, light, shade, depth and reflection.</li> <li>• Know how to use a backwash technique.</li> <li>• Use a colour pallet to inform planning for final piece.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know and be confident in the use of a template to make a product.</li> <li>• Know how to use blanket stitch to make and repair a product.</li> <li>• Add finishing touches to a product and recognise the importance of this.</li> <li>• Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Be able to draw cross sections to explain ideas</li> <li>• Know if a product meets a brief by evaluating against set criteria</li> </ul>

**Year B - YEAR 3/4**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Whole school focus	<b>York</b>	<b>Discover</b>	<b>Me, Myself and I</b>
Class focus	<b>York – Architecture – housing and buildings</b>	<b>Myths, Legends and Folk Tales</b>	<b>Romans</b>
Art/DT focus	<b>DT: Construction – house/village with moving part</b> <b>ART: Drawing and collage</b>	<b>DT: Textiles: Fastenings</b> <b>ART: Painting, Colour techniques</b>	<b>DT: Cooking (Roman Bread)</b> <b>ART: Sculpture – clay pots</b>
<b>Skills and Techniques</b>	<p>DT</p> <p>I can use my knowledge of existing products to design my own functional product.</p> <p>I can create designs using annotated sketches and prototypes.</p> <p>I can talk about my design and discuss how it might change from my original idea after research and prototypes making a note of steps and order.</p> <p>I can safely measure, mark out, cut assemble and join with some accuracy.</p> <p>I can modify my designs with levers and sliders</p> <p>I can investigate different techniques for stiffening, strengthening and reinforcing more complex structures and alter and adapt.</p> <p>ART</p> <p>I can draw using tone to create a 3d effect.</p> <p>I can investigate proportion.</p> <p>I can use shading techniques to create pattern and contrast.</p> <p>I can use mixed media to create different effects within collages</p> <p>I can develop drawings into prints.</p>	<p>DT</p> <p>I can identify the features, benefits and disadvantages of a range of fastening types.</p> <p>I can write design criteria and design a product that satisfies the criteria.</p> <p>I can make a template for my product.</p> <p>I can assemble my product using a stitch I am comfortable with.</p> <p>ART</p> <p>I can create a sketchbook page in topic books to record observations of my art work and the work of different Artists.</p> <p>I can use different art and design techniques to express colour for moods through a variety of materials</p> <p>I can use primary colours to make secondary colours in shades.</p> <p>I can practise and apply control when using different apparatus</p>	<p>DT</p> <p>I can follow a recipe, with some support.</p> <p>I can describe some of the features of a product based on taste, smell, texture and appearance.</p> <p>I can adapt a recipe by adding extra ingredients to it.</p> <p>I can plan a recipe within a budget.</p> <p>ART</p> <p>I can create designs using annotated sketches and prototypes.</p> <p>I can talk about my design and discuss how it might change from my original idea after research and prototypes making a note of steps and order.</p> <p>I can explore materials to create a clay pot.</p> <p>I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>
<b>Evaluate and Appreciate</b>	<p>DT</p> <ul style="list-style-type: none"> <li>I can talk about how I would improve my product if I was to make it again.</li> </ul> <p>ART</p> <p>I can discuss, use and evaluate the use of different sketching techniques to create effective drawings, prints and collages.</p>	<p>DT</p> <p>I can evaluate my work against design criteria, suggesting what could be improved and how, and also what works well.</p> <p>I can test my product.</p> <p>ART</p> <p>I can research the work of great, historic Artists and record my findings</p> <p>I can evaluate my own work and record what went well and what could be improved.</p>	<p>DT</p> <p>I can investigate and analyse existing products and explain how they will help to develop my design.</p> <p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p> <p>ART</p> <p>I can investigate and analyse existing products and those I have made, considering a wide range of factors and or a given criteria.</p> <p>I can talk about how I would improve my product if I was to make it again.</p>

<p><b>Suggested tasks</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Explore the effect of different sized pulleys (cog)</li> <li>Practise reinforcing joins with corners, braces and nails (tacks/ furniture pins)</li> </ul> <p>Follow the design sheet to plan, design, make and evaluate a house with a moving part horse</p> <p>ART</p> <ul style="list-style-type: none"> <li>Use different gradients of pencil to shade and create 3d effects</li> <li>Explore proportion looking at the relative sizes of the objects being sketched.</li> <li>Create collage using symmetry and pattern in designs.</li> <li>Investigate wax resist techniques.</li> <li><b>Kapow: Power Prints</b></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Evaluate fastenings used in everyday life: zips, buttons, toggles, staples, tape etc.</li> <li>Design a book sleeve for a favourite book (or one written at school to link with Myths and Legends work).</li> <li>Make the book sleeve using a template and a suitable stitch.</li> <li>Select an appropriate fastening for the sleeve.</li> </ul> <p><b>Kapow: Textiles: Fastenings.</b></p> <p>ART</p> <ul style="list-style-type: none"> <li>Collect the work of other artists and evaluate colour: coastal scenes/folk tales</li> <li>Use colour swatches to investigate and sort colours into categories. (ie moods/ emotions)</li> <li>Create a simple colour wheel with primary and secondary colours, create strips with shades of colours.</li> <li>Look at coastal features, create colour mood board</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Follow a recipe to make a baked product (eg Roman style bread)</li> <li>Evaluate the product made against design and taste criteria.</li> <li>Test other products of the same style to gain ideas for own product</li> <li>Design own recipe within a given budget</li> <li>Follow own recipe to create a final piece.</li> <li>Evaluate the final piece against the design and taste criteria.</li> </ul> <p><b>Kapow: Adapting a Recipe (but based on bread to link to Romans?)</b></p> <p>ART</p> <ul style="list-style-type: none"> <li>Explore the different shapes needed to make a clay pot</li> <li>Follow the design sheet to plan, design, make and evaluate a clay pot</li> </ul>	
<p><b>Vocabulary</b></p>	<p>Motor Base/frame Power Reinforce Brace Nail Alter Combine Mechanism</p>	<p>Composition Contrast Hatching Engraving Parallel Pattern Symmetry Tone Collage Wax resist Blend Proportion Shading Shadow Gradient</p>	<p>Shade Primary Secondary Mixing Swatch Mood board</p>	<p>Criteria Fabric Fastening Fix Mock-up Stitch Template</p>	<p>Build Design Plan Adapt clay</p>	<p>design criteria research texture innovative aesthetic measure cross-contamination diet processed packaging</p>
<p><b>Outcomes: Art and DT Knowledge</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Know how to apply levers and sliders in a new context (drawing upon previous learning)</li> <li>Show examples of exploration with reinforcement beyond simple corners</li> </ul> <p>ART</p> <p>Know how to recognise and use proportion, composition and pattern within a drawing. Understand how to combine media to create different effects.</p>		<p>DT</p> <ul style="list-style-type: none"> <li>Know that fastenings are used for a variety of purposes and that different fastenings are used to suit different products.</li> <li>Know how to use a template to mock up a product before creating.</li> <li>Be confident with a stitch style and know that a knot is needed at each end.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know the primary and secondary colours</li> <li>Know that white and black change the shade of a colour</li> <li>Know how to match a colour to an emotion</li> <li>Demonstrate ability to adapt life-like features to change the mood</li> </ul>		<p>DT</p> <p>Know how to follow a simple recipe Know that changing an ingredient can change the taste/look of a product. Know that surfaces and hands must be clean before cooking Know that long hair should be tied back Understand what makes food savoury Know that you can change a recipe and it will change the taste/ look of the product know that you need to measure your ingredients</p> <p>ART</p> <p>Know what the three dimensions are: length, depth and width Understand that planning is important to contribute to producing a high quality design and product Understand how to manipulate materials to create a desired effect</p>	

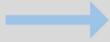
<p><b>Previous</b></p> 	<p>DT</p> <ul style="list-style-type: none"> <li>Know that some food is bought or grown locally and some come from far away (know examples)</li> <li>Know which foods are healthier to eat</li> <li>Understand the difference between savoury and sweet foods</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Understand that different lines and 2d shapes are used within art work to create a desired effect.</li> <li>Recognise the use of these techniques by well known artists</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that cardboard can be fixed using different adhesives (glues or tapes) or non adhesive options</li> <li>Know what materials will make cardboard stronger</li> <li>Know how to cut and glue safely</li> <li>Understand how levers and sliders work and evidence practising these</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can measure accurately (in cm)</li> <li>Know that paper can be used in different ways and for different purposes, not just simple 2d drawings.</li> <li>Know how to manipulate paper to create a 3d outcome.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know how to thread and knot a needle and thread</li> <li>Know that you need a back and a front to form a simple pattern</li> <li>Know that pins can hold a pattern in place</li> <li>Know that you can make different stitches</li> <li>Understand that sewing can be used to fix materials rather than gluing</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know that pop art is a style or art</li> <li>Show which pairs of colours work well together and which do not</li> <li>Use a stencil by holding and drawing simultaneously</li> <li>Use pencils to create outlines of dinosaurs</li> <li>Know that different pencils create different marks</li> </ul>
<p><b>Year A Focus</b></p>	<p>DT</p> <p>Know what the three dimensions are: length, depth and width Understand that planning is important to contribute to producing a high quality design and product Understand how to manipulate materials to create a desired effect</p> <p>ART</p> <p>Know how to manipulate paper to create a 3d effect. Know that structures need to be successfully joined in order for them to be stable.</p>	<p>DT</p> <p>Know how to combine products to make a healthy product Know that products which are sold can be packaged and marketed and how to do this Know that food can be processed at a factory</p> <p>ART</p> <p>Know how to create different effects in drawings via shape, tone, texture and composition Know, recognise and appreciate different styles of art: observational and abstract.</p>	<p>DT</p> <p>Explore range of sewing stiches for purposes- decoration and fixing/ joining Creation a small-scale pattern and rehearsal of joins</p> <p>ART</p> <p>Know how to use ancient art in a contemporary style.</p>
<p><b>Next</b></p> 	<p>DT</p> <ul style="list-style-type: none"> <li>Know that at times food will be in short supply and name some occasions (seasonal, war and pandemic)</li> <li>Show evidence of planning with a time line the preparation of food for an event</li> <li>Follow more complex recipes that are scaled up for larger groups</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know how photographs are used in different ways to create effects.</li> <li>Know how to use a variety of digital effects to create a photograph for a given purpose.</li> <li>Compose effective, clear photographs.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Be able to draw cross sections to explain ideas</li> <li>Know if a product meets a brief by evaluating against set criteria</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know how art was used to document war and be abke to appreciate and comment on famous artists and pieces from the war.</li> <li>Demonstrate sketching, painting and mixed media skills.</li> <li>Know the significance of the poppy as a remembrance symbol.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know and be confident in the use of a template to make a product.</li> <li>Know how to use running stitch to a product.</li> <li>Add finishing touches to a product and recognise the importance of this.</li> <li>Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Identification of Greek art features</li> <li>Show an awareness of patterns, trends and similarities in Greek art</li> <li>Be able to create own art from self-selected research and trialled and tested techniques</li> </ul>

**Year A - YEAR 5/6**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Whole school focus	<b>York</b>	<b>Discover</b>	<b>Me, Myself and I</b>
Class focus	<b>York – WW2 and now</b>	<b>Titanic and Industrial Revolution</b>	<b>Mayans</b>
Art/DT focus	<b>DT: Cooking and Nutrition</b> <b>ART: Photography</b>	<b>DT: Construction</b> <b>ART: Drawing and Painting</b>	<b>DT Textiles</b> <b>ART: Sculpture – murals and masks</b>
<b>Skills and Techniques</b>	<p>DT</p> <ul style="list-style-type: none"> <li>I can use my technical knowledge and accurate skills to problem solve during the making process.</li> <li>I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</li> <li>I understand seasonality of ingredients including origin (grown, reared, caught or processed)</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can use photography skills and techniques such as photo montages, macro photography, grid method and digital manipulation.</li> <li>I can appreciate and comment on the work of significant photographers.</li> <li>I can use photographs within other artistic pieces.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, exploded diagrams and through prototypes and computer aided design. CAD design/ computer generated design programs etc</li> <li>I can use my technical knowledge and accurate skills to problem solve during the making process.</li> <li>I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</li> <li>I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger and more stable.</li> <li>I can understand how to use more complex electrical systems.</li> <li>I can apply my understanding of computer programs to monitor and control my product.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can use sketching techniques before painting</li> <li>I can create a colour pallet appropriate for the purpose</li> <li>I can create mood through using colour, tone, texture and tint</li> <li>I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight, perspective, shadows and reflection)</li> <li>I can use the qualities of watercolour and acrylic paints to create visually interesting pieces</li> <li>I can choose a style of drawing suitable for the work and time period</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>I can design a product, considering the main component shapes.</li> <li>I can create an appropriate template.</li> <li>I can join two pieces of fabric using a blanket stitch.</li> <li>I can neatly cut out fabric.</li> <li>I can use appliqué or decorative stitching to finalise my product.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can use my research into existing products to inform the design of my own innovative product.</li> <li>I can create designs using annotated sketches and cross sectional designs and pattern pieces.</li> <li>I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</li> <li>I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.</li> <li>I can apply techniques I have learnt to suggest improvements and or solutions and explore my own ideas.</li> </ul>

<p><b>Evaluate and Appreciate</b></p>	<p>DT I understand how key events and individuals in design and technology have helped shape the world.</p> <p>ART I can compose effective photographs I can use a range of skills to create different effects within my photographs, to meet a variety of design needs. I can make effective design decisions.</p>		<p>DT</p> <ul style="list-style-type: none"> <li>I understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Through peer feedback, I can evaluate the effectiveness of final piece.</li> <li>I can make changes to my work, as appropriate, to improve my final outcome.</li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>I can identify what worked well and areas for improvement, making repairs as needed.</li> <li>I can assess the effectiveness of my product, saying what I would change or do differently if I were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>I can make detailed evaluations about existing products and my own considering the views of others to improve my work.</li> </ul>	
<p><b>Suggested tasks</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>Investigate the use of rationing and the impact on feeding and cooking for families during wartime</li> <li>Look at the range of recipes and advise given to families/compare to lockdown for us</li> <li>Follow recipes and teach others to make a variety of war time treats and meals</li> <li>Follow the design sheet to plan, design and make a war time tea dance meal for families: create own brief, investigate and price up ingredients, plan in stages linked to when to prep food and who should pre what</li> <li>Study how long food lasts and times for prep</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Study significant photographers, eg Hannah Hoch, Chris Plowman, Graham Holland, Edward Weston.</li> <li>Create photomontages</li> <li>Experiment with macro photography</li> <li>Recreate famous paintings using a photographic element.</li> <li>Manipulate photographs using digital effects.</li> <li><b>Kapow: Craft and Design Photo Opportunity</b></li> <li></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Design, plan and make/build a replica room from the Titanic using detail construction and methods learning across Ks2</li> <li>Investigate who worked on and built the Titanic and its rooms: Andrews, Alexander Carlisle, and Edward Wilding.</li> <li>Wire a circuit for the room including bulbs, switches and speakers for a selected purpose</li> <li>Investigate how to control these components with computers: Makey Makey etc combined with ScratchJn (<a href="https://www.barefootcomputing.org/input-output-control-equipment">https://www.barefootcomputing.org/input-output-control-equipment</a>)</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Look at a variety of Titanic images. Talk about the proportion and lines in the pictures.</li> <li>Use sketching techniques to create a picture of the Titanic using an array of resources</li> <li>Looking at a range of photos as stimulus, discuss the reflection and shadows in the water</li> <li>Research old Titanic advertising posters. Using the posters as inspiration, discuss the mood different tints and tones can convey in the audience.</li> <li>Create a range of backwashes. Evaluate choice of colour and paint. Use this to create a colour pallet</li> <li>Sketch outline of ideas on the backwash before painting.</li> <li>Use all skills practised to create final piece that is fit for purpose.</li> <li></li> </ul>		<p>DT</p> <ul style="list-style-type: none"> <li>Design a stuffed toy, considering the main component shapes of their toy.</li> <li>Create an appropriate template for their stuffed toy.</li> <li>Join two pieces of fabric using a blanket stitch.</li> <li>Neatly cut out their fabric.</li> <li>Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>Identify what worked well and areas for improvement.</li> <li><b>KAPOW: Stuffed Toys</b></li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Explore Mayan masks and murals</li> <li>Take one category and one design and create cross sectional drawings of the components</li> <li>Follow design sheet to design, plan and make a Mayan mask/mural</li> <li>Evaluate strength, scale, design, functionality (ease of use) of a range of products including own</li> </ul>	
<p><b>Vocabulary</b></p>	<p>Recipe Price Organise Stages Preparation Storage Rationing</p>	<p>Arrangement Composition Layout Macro Monochrome Photography Photomontage Photorealism Grid</p>	<p>Combine Fix Scale Detail Fix Architect Designer engineer</p>	<p>Faint Fine Soft Strong Gradient Shadow Shading Highlight Reflected</p>	<p>Brief Criteria Solution Categories Components Alternative equipment sketch</p>	<p>accurate annotate appendage blanket-stitch design criteria detail evaluation fabric sew</p>

		Digital Saturation Exposure		Blended Background Foreground Focus Warm Backwash		shape stuffed toy stuffing template
<b>Outcomes: Art and DT Knowledge</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that at times food will be in short supply and name some occasions (seasonal, war and pandemic)</li> <li>Show evidence of planning with a time line the preparation of food for an event</li> <li>Follow more complex recipes that are scaled up for larger groups</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know how photographs are used in different ways to create effects.</li> <li>Know how to use a variety of digital effects to create a photograph for a given purpose.</li> <li>Compose effective, clear photographs.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>To apply learned skills and knowledge from across KS2 to build and decorate a room from the CAD design</li> <li>To be able to build a circuit with a light and alarm</li> <li>To be able to code to control and monitor the circuit</li> <li>Know that circuits can be controlled by computers</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>To apply skills learnt across KS2 to develop sketching skills, including perspective, light, shade, depth and reflection.</li> <li>Know how to use a backwash technique.</li> <li>Use a colour pallet to inform planning for final piece.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know and be confident in the use of a template to make a product.</li> <li>Know how to use blanket stitch to make and repair a product.</li> <li>Add finishing touches to a product and recognise the importance of this.</li> <li>Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Be able to draw cross sections to explain ideas</li> <li>Know if a product meets a brief by evaluating against set criteria</li> </ul>			
<b>Previous</b> 	<p>DT</p> <ul style="list-style-type: none"> <li>Know how to apply levers and sliders in a new context (drawing upon previous learning)</li> <li>Show examples of exploration with reinforcement beyond simple corners</li> </ul> <p>ART</p> <p>Know how to recognise and use proportion, composition and pattern within a drawing. Understand how to combine media to create different effects.</p>	<p>DT</p> <p>Know how to combine products to make a healthy product Know that products which are sold can be packaged and marketed and how to do this Know that food can be processed at a factory</p> <p>ART</p> <p>Know how to create different effects in drawings via shape, tone, texture and composition Know, recognise and appreciate different styles of art: observational and abstract.</p>	<p>DT</p> <p>Explore range of sewing stiches for purposes- decoration and fixing/ joining Creation a small-scale pattern and rehearsal of joins</p> <p>ART</p> <p>Know how to use ancient art in a contemporary style.</p>			
<b>Year B Focus</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Understand the origins of simple ingredients.</li> <li>Recognise the benefits of eating healthily.</li> <li>Use cooking skills to prepare a nutritious product.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Build on previous learning (joins and fixings) to form shape and depth by moulding, creasing and scoring practise pieces</li> <li>Be able to use cross-sections to explain join points, fixing and features</li> <li>Know and recognise the work of a selection of significant artists.</li> <li>Evaluate a piece of art and develop a personal response to it, with justifications.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Be able to draw cross sections to explain ideas</li> <li>Know if a product meets a brief by evaluating against set criteria</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know how art was used to document war and be abke to appreciate and comment on famous artists and pieces from the war.</li> <li>Demonstrate sketching, painting and mixed media skills.</li> <li>Know the significance of the poppy as a remembrance symbol.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know and be confident in the use of a template to make a product.</li> <li>Know how to use running stitch to a product.</li> <li>Add finishing touches to a product and recognise the importance of this.</li> <li>Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Identification of Greek art features</li> <li>Show an awareness of patterns, trends and similarities in Greek art</li> <li>Be able to create own art from self-selected research and trialled and tested techniques</li> </ul>			

<b>Next</b> 	KS3 Design <ul style="list-style-type: none"> <li>• identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>• test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</li> <li>•</li> </ul>	KS3 Design <ul style="list-style-type: none"> <li>• develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of</li> <li>• develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</li> </ul> Make <ul style="list-style-type: none"> <li>• select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</li> </ul> Evaluate	KS3 Pupils should be taught: <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to use a range of techniques and media, including painting analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>
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## Year B - YEAR 5/6

	Autumn	Spring	Summer
Whole school focus	York	Discover	Me, Myself and I
Class focus	York – Settlements over the centuries	World War 2- Battle of Britain	Ancient Greece
Art/DT focus	DT: Cooking and Nutrition A RT: Mixed Media and Artist Study	DT: Construction (toys) ART: Painting and Mixed Media	DT Textiles ART: Drawing
<b>Skills and Techniques</b>	DT <ul style="list-style-type: none"> <li>• I can understand how food gets from the farm to our plates.</li> <li>• I can present a subject as a poster with clear information in an easy to read format.</li> <li>• I can contribute ideas as to what a 'healthy meal' means.</li> <li>• I can notice the nutritional differences between different products and recipes.</li> <li>• I can recognise nutritional differences between two similar recipes and give some justification as to why this is.</li> <li>• I can work as a team to amend a recipe with healthy adaptations.</li> <li>• I can follow a recipe to produce a healthy product.</li> <li>• I can design packaging that promotes the ingredients of my product.</li> <li>•</li> </ul> ART <ul style="list-style-type: none"> <li>• I can apply and develop my control when using different apparatus: cutting tools and weights of paper and card</li> <li>• I can explore a range of materials, using imagination, experimentation and creativity to meet a brief.</li> <li>• I can explore a range of artists and paintings through a range of art appreciation activities</li> </ul>	DT <ul style="list-style-type: none"> <li>• I can use my research into existing products to inform the design of my own innovative product.</li> <li>• I can create designs using annotated sketches and cross sectional designs and pattern pieces.</li> <li>• I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</li> <li>• I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.</li> </ul> ART <ul style="list-style-type: none"> <li>• I can develop and imaginatively extend ideas from starting points of known artists.</li> <li>• I can use the qualities of materials to enhance ideas.</li> <li>• I can comment on artworks using artistic language.</li> <li>• I can develop sketch ideas into paintings and mixed media pieces.</li> </ul>	DT <ul style="list-style-type: none"> <li>• I can consider a range of factors in my design criteria and use this to create a product.</li> <li>• I can use a template to mark and cut out a design.</li> <li>• I can confidently use running stitch to join fabric to make a product.</li> <li>• I can select and attach a secure fastening, as well as decorative objects.</li> <li>• I can evaluate my product.</li> </ul> ART <ul style="list-style-type: none"> <li>• I can record complex observations of my work and a range of Artists and present them in a unique way.</li> <li>• I can practise, apply and improve my art and design techniques, including drafting and re drafting, trial and error and part drawing.</li> <li>• I can explore and experiment with a range of materials, using my imagination and creativity by tearing and manipulation of media to contrast with pencil.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can collect my ideas in a sketch book.</li> <li>• I can research the life, art and techniques of a significant artist of interest.</li> <li>• I can use my research to plan my own final piece.</li> </ul>		
<b>Evaluate and Appreciate</b>	<p>DT</p> <p>I can recognise a healthy product and can describe the benefits of this.</p> <p>I know the origins of some of our common food products.</p> <p>I can evaluate my product and assess its healthiness.</p> <p>ART</p> <p>I can research and evaluate the work of Craftspeople and Artists and discuss and record my findings.</p> <p>I can evaluate my own work using language of art, craft and design (texture, depth, relief and effect)</p>	<p>DT</p> <p>I can make detailed evaluations about existing products and my own considering the views of others to improve my work. I can remark on the functionality after testing: strength, scale, design, functionality (ease of use)</p> <p>ART</p> <p>I can evaluate the work of significant artists and create my own response to it, using all the skills gained through KS2 artwork.</p> <p>I can evaluate my work with reference to known pieces, comparing and contrasting and commenting on how I would change my design if I were to do it again and also what went well.</p> <p>I can assess and comment on the work of my peers, using artistic language.</p>	<p>DT</p> <ul style="list-style-type: none"> <li>• I can plan my design criteria carefully and then evaluate my final product against this effectively.</li> <li>• I can comment on what I would change and also what I think has worked well.</li> <li>• I can review the work of my peers.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• I can research the work of great, historic Artists, Architects and Designers and record my findings in detail, showing detailed observations.</li> <li>• I can evaluate and analyse the work of historic Artists, using the language of art, Craft and design (i.e. tone, form, texture, 2D, 3D, pattern, line, explore).</li> <li>• I can evaluate my own work in-depth, comparing it with the work of other Artists and Designers, whilst recording my experiences and the process I have taken.</li> </ul>
<b>Suggested tasks</b>	<p>DT</p> <ul style="list-style-type: none"> <li>• Learn about origins of food: From farm to fork</li> <li>• Assess the 'healthiness' of a variety of products based on information on their packaging, looking carefully at ingredients and nutritional benefits. Analyse potential origins of ingredients.</li> <li>• Adapt a common recipe to make it healthier.</li> <li>• Evaluate the food produced.</li> </ul> <p><b>Kapow: What could be healthier?</b></p> <p>ART</p> <ul style="list-style-type: none"> <li>• Practice and refine previous skills with the manipulation of card and paper: trial and error, adapting, changing.</li> <li>• Explore the use of masking tape to form as well as join</li> <li>• Form a tile of mapping to build one larger map and or create a topographical map of an area or settlement to fit a brief</li> <li>• Study the art of a selected artist: eg, David Hockney, Richard Brakenburg, Paula Rego, John Singer Sargent, Fiona Rae, Frank Bowling, Lubaina Himid.</li> <li>• <b>Kapow: Painting and mixed media Artist study</b></li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Explore world war toys - evaluating what would be useful</li> <li>• Take one category and one design and create cross sectional drawings of the components</li> <li>• Follow design sheet to design, plan and make a toy- make alternative designs</li> <li>• Evaluate strength, scale, design, functionality (ease of use) of a range of products including own</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Learn about how war artists have been used to document and record the events of war.</li> <li>• Study the work of John Piper and how he documented the effects of war in Coventry in 1940.</li> <li>• Create a guided line drawing of Coventry Cathedral and then use John Piper's work to produce a mixed media response</li> <li>• Study The Poppy and produce a painted, mixed media picture.</li> <li>• Study a war artist of own choice eg Arabella Dorman, Xavier Pick and Jules George. Comment on the artists work using visual language and collect information, sketches and resources and present ideas imaginatively in sketchbook. Show how the work of those studied was influential in society.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Create a wearable piece of clothing – eg waist coat.</li> <li>• Design the product based on analysis of existing products.</li> <li>• mark and cut fabric according to a design</li> <li>• Assemble product using running stitch.</li> <li>• Decorate final product.</li> <li>• Evaluate against original design.</li> </ul> <p><b>Kapow: Textiles – waistcoats.</b></p> <p>ART</p> <ul style="list-style-type: none"> <li>• Explore Ancient Greek art</li> <li>• Select piece of work and observe In detail, making conclusions about WHY each element may have been used or included</li> <li>• Explore common patterns, colours and images used</li> <li>• Use IT to create prints- transfer prints etc</li> <li>• Explore the best materials to meet a brief, making decisions and adapting use to see if the result can be improved. (eg. Using oils, smudging, sealing with pva, scratching into)</li> </ul>

<b>Vocabulary</b>	Form Crease Fix Techniques Explore Collage Topography Abstract Analyse Interpret Evaluate Medium Mixed media Narrative Respond Tableau	reared processed ethical diet ingredients supermarket farm balanced	Brief 3D Dimension Criteria Solution Categories Components Alternative equipment sketch	War artist Sketchbook Observation Document Line Perspective architecture acrylic paint tissue paper collage wash oil crayons wax resist	Craft Hand-made Man-made Tools One off Hand- painted Hand- coloured Hand- dyed Dye Resist	annotate decorate design criteria fabric target customer waistcoat waterproof
<b>Outcomes: Art and DT Knowledge</b>	<p>DT</p> <ul style="list-style-type: none"> <li>Understand the origins of simple ingredients.</li> <li>Recognise the benefits of eating healthily.</li> <li>Use cooking skills to prepare a nutritious product.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Build on previous learning (joins and fixings) to form shape and depth by moulding, creasing and scoring practise pieces</li> <li>Be able to use cross-sections to explain join points, fixing and features</li> <li>Know and recognise the work of a selection of significant artists.</li> <li>Evaluate a piece of art and develop a personal response to it, with justifications.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Be able to draw cross sections to explain ideas</li> <li>Know if a product meets a brief by evaluating against set criteria</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know how art was used to document war and be able to appreciate and comment on famous artists and pieces from the war.</li> <li>Demonstrate sketching, painting and mixed media skills.</li> <li>Know the significance of the poppy as a remembrance symbol.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Know and be confident in the use of a template to make a product.</li> <li>Know how to use running stitch to a product.</li> <li>Add finishing touches to a product and recognise the importance of this.</li> <li>Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Identification of Greek art features</li> <li>Show an awareness of patterns, trends and similarities in Greek art</li> <li>Be able to create own art from self-selected research and trialled and tested techniques</li> </ul>			
<b>Previous</b> 	<p>DT</p> <p>Know what the three dimensions are: length, depth and width</p> <p>Understand that planning is important to contribute to producing a high quality design and product</p> <p>Understand how to manipulate materials to create a desired effect</p> <p>ART</p> <p>Know how to manipulate paper to create a 3d effect.</p> <p>Know that structures need to be successfully joined in order for them to be stable</p>	<p>DT</p> <ul style="list-style-type: none"> <li>Know that fastenings are used for a variety of purposes and that different fastenings are used to suit different products.</li> <li>Know how to use a template to mock up a product before creating.</li> <li>Be confident with a stitch style and know that a knot is needed at each end.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>Know the primary and secondary colours</li> <li>Know that white and black change the shade of a colour</li> <li>Know how to match a colour to an emotion</li> <li>Demonstrate ability to adapt life-like features to change the mood</li> </ul>	<p>DT</p> <p>Know how to follow a simple recipe</p> <p>Know that changing an ingredient can change the taste/look of a product.</p> <p>Know that surfaces and hands must be clean before cooking</p> <p>Know that long hair should be tied back</p> <p>Understand what makes food savoury</p> <p>Know that you can change a recipe and it will change the taste/ look of the product</p> <p>know that you need to measure your ingredients</p> <p>ART</p> <p>Know what the three dimensions are: length, depth and width</p> <p>Understand that planning is important to contribute to producing a high quality design and product</p> <p>Understand how to manipulate materials to create a desired effect</p>			

<p><b>Year A Focus</b></p>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know that at times food will be in short supply and name some occasions (seasonal, war and pandemic)</li> <li>• Show evidence of planning with a time line the preparation of food for an event</li> <li>• Follow more complex recipes that are scaled up for larger groups</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Know how photographs are used in different ways to create effects.</li> <li>• Know how to use a variety of digital effects to create a photograph for a given purpose.</li> </ul> <p>Compose effective, clear photographs.</p>	<p>DT</p> <ul style="list-style-type: none"> <li>• To apply learned skills and knowledge from across KS2 to build and decorate a room from the CAD design</li> <li>• To be able to build a circuit with a light and alarm</li> <li>• To be able to code to control and monitor the circuit</li> <li>• Know that circuits can be controlled by computers</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• To apply skills learnt across KS2 to develop sketching skills, including perspective, light, shade, depth and reflection.</li> <li>• Know how to use a backwash technique.</li> <li>• Use a colour pallet to inform planning for final piece.</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>• Know and be confident in the use of a template to make a product.</li> <li>• Know how to use blanket stitch to make and repair a product.</li> <li>• Add finishing touches to a product and recognise the importance of this.</li> <li>• Evaluate the effectiveness of a product, and say what they would do differently if they were to make it again.</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>• Be able to draw cross sections to explain ideas</li> <li>• Know if a product meets a brief by evaluating against set criteria</li> </ul>
<p><b>Next</b></p> 	<p>KS3</p> <ul style="list-style-type: none"> <li>• Pupils should be taught:</li> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• to increase their proficiency in the handling of different materials</li> <li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<p>KS3</p> <p>Design</p> <ul style="list-style-type: none"> <li>• identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>• develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> <li>• use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses</li> <li>• develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</li> <li>• understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</li> </ul>	<p>KS3</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>• analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>