

Article 29: Your education should help you use and develop your talents and abilities.		
Autumn	Spring	<u>Summer</u>
Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Josef Albers, Wassily Kandinsky/Robert Delaunay, Piet Mondrian, Paul Klee, (Modern) C of E L: Play and Exploration, Active Learning, Creating and thinking critically	Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Gustav Klimt (Romantic) Robert Indiana (Contemporary) C of E L: Play and Exploration, Active Learning Creating and thinking critically	Theme: Informed by the children's needs, interests and ideas Artists introduced through CC links : Georgia O Keefe/ Kaffe Fassett (Modern) (Contemporary) C of E L: Play and Exploration, Active Learning, Creating and thinking critically
 AoL: Prime Areas and EAD Skills Progression Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement 	 AoL: Prime Areas and EAD Skills Progression Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement 	 AoL: Prime Areas and EAD Skills Progression Exploring and Developing: Exploration in the craft workshop Using Materials: Mixing/combining media and materials Evaluating: Talking about their plans and results Control and Expertise: Show little control and refinement
 Skills Progression: Design and Develop: Talk about what they want to make Making: Make models randomly Product and Evaluation: Be excited about what they have made 	 Skills Progression: Design and Develop: Talk about what they want to make Making: Make models randomly Product and Evaluation: Be excited about what they have made 	 Skills Progression: Design and Develop: Talk about what they want to make Making: Make models randomly Product and Evaluation: Be excited about what they have made

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Class 2 Year 1/2	Theme: Explorers NC LinksAr1/1.1to use a range of materials creatively to design and make productsAr1/1.2to use painting to develop and share their ideas, experiences and imagination 	Theme: Weather NC Links Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Theme: Royal Forest of Dean NC LinksAr1/1.1to use a range of materials creatively to design and make productsAr1/1.2to use drawing, painting to develop and share their ideas, experiences and imagination Ar1/1.3Ar1/1.3to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceAr1/1.4about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Colour Mixing (primary and secondary colours) Art: Landscapes - William Hodges (neo classical era), for example, is best known for his paintings made on and after James Cook's second Pacific voyage. Pick a famous place explored by chosen explorer.	Blending/Mark making with chalks/pastels Art: Cloud formations – Van Gogh (modern/impressionist) – using pastels/chalks create sky line pictures of different cloud formations or sunset/sunrise.	Drawing Art: Marbling/ Silhouette Drawing – Kirsten Bailey(Contemporary) Trees and silhouettes using the forest. Skills Progression Year1/2
Skills Progression	Skills Progression	Art
Year 1/2	Year1/2	Exploring and Developing:
Art	Art	Respond to ideas, explore different
Exploring and Developing:	Exploring and Developing:	drawing tools.
 Responding to ideas, exploring different tools Communicate ideas and meanings simply. 	 Responding to ideas, exploring different tools Communicate ideas and meanings 	 Explore simple pattern, Design and make images/artefacts Investigate pattern and shape in the
 Explore ideas and collect information in a sketch book 	simply.Explore ideas and collect information	environmentExplore ideas and collect information in a
 Reproduce from memory, observation or imagination 	in a sketch book Reproduce from memory, observation	sketch book Reproduce from observation.
Identify ways to express ideas	or imagination> Identify ways to express ideas	Using Materials: Use and investigate a variety of visual and
Using Materials:		tactile materials
 Use primary and secondary colours Use and investigate visual materials Use a range of processes to show ideas Select the best materials for the job Evaluating: 	Using Materials: Use and investigate visual materials. Use primary and secondary colours Use a range of processes to show ideas 	 Use a range of materials to show ideas. Select the best materials for the job. Create collage with a range of materials and textures.
Talk about paintings and say what they feel	Select the best materials for the job	Evaluating:
 > Talk about and explain their work > Describe what they think or feel about their own and others work. > Think of ways to adapt and improve. > Begin to use these ways. > Explore ideas and change what they have done to make a better result. 	 Evaluating: Talk about paintings and say what they feel Talk about and explain their work Describe what they think or feel about their own and others work. Think of ways to adapt and improve. Begin to 	 Talk about their work and say what they like Talk about and explain their work Describe what they think or feel about their own and others work. Think of ways to adapt and improve. Begin to use these ways. Explore ideas and change what they have
Control and Expertise:	use these ways. Explore ideas and	done to make a better result.
 Mix colours. Use some control when painting 	change what they have done to make a better result.	Control and Expertise:
Mix secondary colours to make a wide		Use control when drawing
range of new colours.	Control and Expertise: Use some control when drawing	Use a range of pencils, make a variety of lines using different sizes and thickness.

	Use a range of pastels. Use shading to create different effects.	Use shading to create different effects.
		Design and Technology
		DT1/1.1 Design
Design and Technology	Design and Technology	DT1/1.1a design purposeful, functional,
		appealing products for themselves and other
NC Links	NC Links	users based on design criteria
DT1/1.1 Design	DT1/1.1 Design	
DT1/1.1a design purposeful, functional, appealing	DT1/1.1a design purposeful, functional,	DT1/1.1b generate, develop, model and
products for themselves and other users based on	appealing products for themselves and other	communicate their ideas through talking,
design criteria	users based on design criteria	drawing, templates, mock-ups and, where
		appropriate, information and communication
DT1/1.1b generate, develop, model and	DT1/1.1b generate, develop, model and	technology
communicate their ideas through talking, drawing,	communicate their ideas through talking,	
templates, and, where appropriate, information and	drawing, templates, mock-ups and, where	
communication technology	appropriate, information and communication	DT1/1.2 Make
07	technology	DT1/1.2a select from and use a range of tools
		and equipment to perform practical tasks
DT1/1.2 Make		
DT1/1.2a select from and use a range of tools and	DT1/1.2 Make	DT1/1.2b select from and use a wide range of
equipment to perform practical tasks	DT1/1.2a select from and use a range of	materials according to their characteristics
	tools and equipment to perform practical	
DT1/1.2b select from and use a wide range of	tasks	
components, including ingredients, according to		DT1/1.3 Evaluate
their characteristics	DT1/1.2b select from and use a wide range	DT1/1.3a explore and evaluate a range of
	of materials and components, including	materials
	construction materials, according to their	DT1/1.3b evaluate their ideas against design
DT1/1.3 Evaluate	characteristics	criteria
DT1/1.3a explore and evaluate a range of existing		
products	DT1/1.3 Evaluate	DT1/1.4 Technical Knowledge
	DT1/1.3a explore and evaluate a range of	DT1/1.4a build structures, exploring how they
DT1/1.3b evaluate their ideas and products against	existing products	can be made stronger, stiffer and more stable
design criteria	DT1/12b avaluate their ide as and products	Soulature Trail in the Ferent of Deans Andre
	DT1/1.3b evaluate their ideas and products	Sculpture Trail in the Forest of Dean: Andy
DT1/2.1 Cooking & Nutrition	against design criteria	Goldsworthy – create a 'natural' sculpture based on the sculpture trail
DT1/2.1a use the basic principles of a healthy and		Skills Progression:
varied diet to prepare dishes	DT1/1.4 Technical Knowledge	Year1 /2
		Design and Develop
DT1/2.1b understand where food comes from.		 Design and Develop:

Design a packed lunch/meal for an explorer whilst	DT1/1.4a build structures, exploring how	 Generate ideas from their experience, talk
they are travelling.	they can be made stronger, stiffer and more	about their ideas and say what needs to
Skills Progression:	stable	be done.
Year 1/2		Describe what they want to do and make
Design and Develop:	DT1/1.4b explore and use mechanisms, in	lists of materials they will need.
Generate ideas from their experience, talk	their products.	 Generate ideas and plan what to do next,
about their ideas and say what needs to be		use their experience of materials and
done.		components. Use knowledge of some
Describe what they want to do and make	Wacky Windmills	working characteristics of materials when
lists of materials they will need.	Skills Progression:	designing. Use plans to show how to put
Generate ideas and plan what to do next,	Year 1/2	their ideas into practice. Draw pictures
use their experience of materials and	Design and Develop	and label with text.
components. Use plans to show how to put	Design and Develop:	
their ideas into practice. Draw pictures and	 Generate ideas from their experience, 	Making:
label with text.	talk about their ideas and say what	Join two materials together, often with
	needs to be done.	glue.
Making:	Describe what they want to do and	 Use scissors.
Know the features of a familiar product. Use	make lists of materials they will need.	Make simple models.
a knife to cut.	Generate ideas and plan what to do	Begin to select tools for joining, practise
Know about basic hygiene and safety.	next, use their experience of materials	skills before using them, use simple finishing
 Select tools and techniques appropriate for 	and components. Use knowledge of	techniques to complete the weathervane.
the job.	some working characteristics of	 Follow basic safety rules.
Follow basic safety rules. Understand and	materials when designing. Use plans	Product and Evaluation:
use the term ingredient, understand the	to show how to put their ideas into	Know how some moving objects work.
main rules of food hygiene. Use simple	practice. Draw pictures and label	Identify materials and mechanisms in a
scales/balances.	with text.	familiar product.
		Talk about how the moving parts work,
Product and Evaluation:	Making:	describe how a commercial product
Recognise characteristics of familiar	 Join two materials together, often with 	works and explain why they are useful.
products.	glue.	Use the terms 'like' and 'dislike' when
Know the benefit of fruit and vegetables	 Use scissors. 	evaluating.
Use the terms 'like' and 'dislike' when	Make simple models.	 Recognise what they have done well, talk
evaluating.	 Begin to select tools for joining, 	about what to improve.
Use digital photography to present their	practise skills before using them, use	 Seek the views and judgements of others,
finished lunchbox.	simple finishing techniques to	predict how changes will improve the
Recognise what they have done well, talk	complete the weathervane.	product.
about what to improve.	 Follow basic safety rules. 	
 Seek the views and judgements of others, 	Product and Evaluation:	
predict how changes will improve the		
product.		

		 Know how some moving objects work. Identify materials and mechanisms in a familiar product. Talk about how the moving parts work, describe how a commercial product works and explain why they are useful. Use the terms 'like' and 'dislike' when evaluating. Recognise what they have done well, talk about what to improve. Seek the views and judgements of others, predict how changes will improve the product. 	
Class 3 Year 3/4	Theme: Egypt NC Links Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials Ar2/1.3 about great artists in history. Printing Art: Egyptian Art –Andy Warhol (Contemporary) Each child to create a tile for printing and then create a class 'tomb' style wall paper with hieroglyphics to tell a story using the pop art style. Skills Progression Year 3/4 Art > Exploring and Developing:	Theme: Vikings and Saxons NC LinksAr2/1.1to create sketch books to record their observations and use them to review and revisit ideasAr2/1.2to improve their mastery of art and design techniques, including sculpture with a range of materialsAr2/1.3about great artists, architects and designers in history. Collage/SketchingArt: Joseph William Mallard Turner (Classical) Create a mixed media Viking seascapeLeonardo Da Vinci (Renaissance) Sketch a Viking figure head to represent yourselfSkills Progression Year 3/4 Art Exploring and Developing:	Theme: Local Industry Charcoal Relief NC Links Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history. Painting Art: Pablo Picasso (Modern)- Create a portrait of a miner using the work of Picasso as inspiration e.g. 'The Weeping Woman' Barbara Hepworth (Modern)Create a sculpture of a miner – use the Cinderford Town sculptures as visual inspiration and work in style of Hepworth Skills Progression Year 3/4

~	Make their own choices, collect information.	Make their own choices, collect	Exploring and Developing:
	Use a camera to collect ideas, experiment	information, use a sketchbook to	Make their own choices, collect
	in different wats, use a sketchbook to make	make notes and annotate. ideas.	information, use a sketchbook to make
	notes and annotate ideas. Create artwork	Create artwork following an idea and	notes and annotate. ideas.
	following an idea and create a tile.	create their own interpretation of	Create artwork following an idea and
\succ	Plan ideas and order tasks. Use other	'viking/saxon piece of jewellery'.	create their own interpretation of 'a miner
	cultures as a stimulus and experiment to	Use a combination of visual and	in the FoD'.
	work in the style of the Egyptian civilization.	tactile materials in different ways (Experiment with mood using charcoal
		secondary research, experimenting	relief.
Usina I	Materials:	with pattern/shape/form) and	Plan ideas and order tasks. Use local
>	Design, draw images using research,	experiment to work in the style of the	history research as a stimulus and
	knowledge and understanding of the	ancient civilization.	experiment to work in the style of Moore.
	Egyptian civilisation.		
\succ	Use a range of materials and techniques in	Using Materials:	Using Materials:
	3D work (tile design/printing)	 Design, draw images using research, 	 Design, draw images using research,
	SD work (me design/phiming)	knowledge and understanding of the	knowledge and understanding of the
~	the second in addition of a factor of the other	.	
	Use a combination of visual and tactile	viking/saxon civilisation.	mining industry.
	ideas.	Use a range of materials and	
\succ	Combine different materials in different	techniques in 2 and 3D work	Use a combination of visual and tactile
	ways.	 Use collage to create 	ideas.
\succ	Make choices between processes and	depth/perspective and other effects.	Combine different materials in different
	materials.	Use a combination of visual and	ways.
		tactile ideas. Combine different	Make choices between processes and
Evaluc	0	materials in different ways.	materials.
\succ	Make comments on the work of others	Make specific choices between	
	about their ideas and techniques.	processes and materials.	Evaluating:
\succ	Apply previous knowledge to improve work.		Make comments on the work of others
\succ	Adapt and refine to reflect purpose.	Evaluating:	about their ideas and techniques.
		Make comments on the work of others	Apply previous knowledge to improve
\succ	Compare others' work with their own,	about their ideas and techniques.	work.
	appraise using constructive criticism.	Apply previous knowledge to improve	
\succ	Use appraisal of others for improvement.	work.	Compare others' work with their own,
			appraise using constructive criticism. Use
Contro	ol and Expertise:		appraisal of others for improvement.
>	Use art to illustrate in other subjects. Practise	 Compare others' work with their own, 	
ŕ	to improve skills. Create texture by adding	appraise using constructive criticism.	Control and Expertise:
	dots/lines to the tile.	Use appraisal of others for	 Use art to illustrate in other subjects.
	Show tone and texture by hatching/cross	improvement.	 Practise to improve skills.
	hatching. Select appropriate materials.		 Create texture by adding dots/lines to the
	narching, select appropriate materials.	Control and Expertise	tile.
		Control and expense	

Design and Technology	 Use art to illustrate in other subjects. 	 Use paint/pastels to create different
NC Links DT2/1.1 Design	Practise to improve skills.Create texture by adding dots/lines to	effects.
DT2/1.1 Use research and develop design	the tile. Use charcoal at different	Show tone and texture by hatching/cross
criteria to inform the design of innovative,	angles to create different effects.	hatching.
functional, appealing products that are fit for	angles to create amerent cheets.	 Select appropriate materials.
purpose, aimed at particular individuals or groups	Select appropriate materials.	 Show shadow or reflection by shading.
		 Select appropriate drawing materials
DT2/1.1b generate, develop, model and	Design and Technology	
communicate their ideas through discussion,	NC Links	Design and Technology
annotated sketches, cross-sectional and exploded	DT2/1.1 Design	NC Links
diagrams, prototypes, pattern pieces and	DT2/1.1a use research and develop design	DT2/1.1 Design
computer-aided design	criteria to inform the design of innovative,	DT2/1.1a use research and develop design
	functional, appealing products that are fit for	criteria to inform the design of innovative,
	purpose, aimed at particular individuals or	functional, appealing products that are fit for
DT2/1.2 Make	groups	purpose, aimed at particular individuals or groups
DT2/1.2a select from and use a wider range of		
tools and equipment to perform practical tasks	DT2/1.1b generate, develop, model and	DT2/1.1b generate, develop, model and
accurately	communicate their ideas through discussion,	communicate their ideas through discussion,
DTO (1. Ob. colo of from an dura or viden remove of	annotated sketches, cross-sectional and	annotated sketches, cross-sectional and
DT2/1.2b select from and use a wider range of	exploded diagrams, prototypes, pattern	exploded diagrams, prototypes, pattern pieces
materials and components, including construction materials, textiles and ingredients, according to	pieces and computer-aided design	and computer-aided design
their functional properties and aesthetic qualities		
men forchoridi properties and desmenc dodities	DT2/1.2 Make	DT2/1.2 Make
	DT2/1.2a select from and use a wider range	DT2/1.2a select from and use a wider range of
DT2/1.3 Evaluate	of tools and equipment to perform practical	tools and equipment to perform practical tasks
	tasks accurately	accurately
DT2/1.3b evaluate their ideas and products		
against their own design criteria and consider the	DT2/1.2b select from and use a wider range	DT2/1.2b select from and use a wider range of
views of others to improve their work	of materials and components, including	materials and components, including construction
	construction materials, according to their	materials, according to their functional properties
DT2/1.3c understand how key events and	functional properties and aesthetic qualities	and aesthetic qualities
individuals in design and technology have helped		
shape the world		
	DT2/1.3 Evaluate	DT2/1.3 Evaluate
DT2/1.4 Technological Knowledge	DT2/1.3b evaluate their ideas and products	DT2/1.3a investigate and analyse a range of
DT2/1.4a apply their understanding of how to	against their own design criteria and consider	existing products
strengthen, stiffen and reinforce more complex	the views of others to improve their work	
structures		

	DTO/1 20 understand hour key available	DTO/1.2b overly at a their ide as and are direct.
DT2/1.4b understand and use mechanical syst	DT2/1.3c understand how key events and ems individuals in design and technology have	DT2/1.3b evaluate their ideas and products against their own design criteria and consider the
in their products	helped shape the world	views of others to improve their work
Design and make an Egyptian Mask and tomb	vith	DT2/1.3c understand how key events and
a pop up mummy.	DT2/1.4 Technological Knowledge	individuals in design and technology have helped
Skills Progression:	DT2/1.4a apply their understanding of how	shape the world
Year 3/4	to strengthen, stiffen and reinforce more	
Design and Develop:	complex structures	
Use others to generate ideas. Use what t		DT2/1.4 Technological Knowledge
know about material properties, and cre		DT2/1.4a apply their understanding of how to
a plan.	systems in their products	strengthen, stiffen and reinforce more complex
Show the order of working in plans and u		structures
models, pictures and words in their desig		
Make increasing use of technology to play the set of		DT2/1.4b understand and use mechanical
ideas.	Skills Progression:	systems in their products
During planning, recognise the design m reach a range of needs.		DT2/1 to understand and use electrical systems
 Explain why their design will be useful. 	 Design and Develop: Use others to generate ideas. Use 	DT2/1.4c understand and use electrical systems in their products
	what they know about material	
	properties, and create a plan.	Design and create a working mineshaft and coal
 Collect and use information to generate 		truck presented in a diorama
ideas, understand a product must meet		
range of criteria and constraints.	their design. Make increasing use of	Skills Progression:
Think about the order of their work	technology to plan ideas.	Year 3/4
Produce step by step plans	During planning, recognise the design	Design and Develop:
	must reach a range of needs.	Use others to generate ideas. Use what
Making:	 Explain why their design will be useful. 	they know about material properties, and
Measure and cut using grams and cms.	 Apply what they know about 	create a plan. Show the order of working
 Choose tools and equipment that will be 		in plans and use models, pictures and
effective.	when planning and designing.	words in their design.
Prepare by assembling before joining usi		Make increasing use of technology to plan
tools and techniques.	how they work.	ideas.
 Work out how to make models stronger, 		During planning, recognise the design must reach a range of peeds
altering and adapting.	. > Collect and use information to	must reach a range of needs.
 Make the finished product neat and tidy Increasingly model ideas before making 		 Explain why their design will be useful. Collect and use information to generate
 Measure accurately to cms and grams 	must meet a range of criteria and	ideas, understand a product must meet a
 Measure decordiery to erris and graffis 	constraints. Think about the order of	range of criteria and constraints.
	their work	 Think about the order of their work

Product and Evaluation:

- > Be clear about their ideas when asked.
- Alter and adapt plans following discussion and evaluation.
- Recognise what has gone well, be able to suggest further improvements for the finished article.
- Suggest which elements they would improve and show how their evaluation has led to improvements.
- > Talk about what they like/dislike, give reasons.
- Develop designs through their own reflection and evaluation of others.
- > Test before improving

- Consider the way the ship mechanisms would be used
- Add mechanisms.
- Produce step by step plans
- Making:
- Measure and cut using grams and cms.
- Choose tools and equipment that will be effective.
- > Make holes using a punch/drill.
- Prepare by assembling before joining using tools and techniques.
- Combine components in different ways.
- Make the finished product neat and tidy.
- Model ideas before making, measure accurately to cms and grams.
- Combine materials for strength and to improve appearance.
- Use temp and perm fastenings to join materials on the ship.
- Join materials with a greater range of techniques.
- Understand how wheels, axles, turning mechanisms, hinges and levers all work together to make hoists and sailing motion.

Product and Evaluation

- Be clear about their ideas when asked.
- Alter and adapt plans following discussion and evaluation.
- Recognise what has gone well in their ship design and be able to suggest further improvements for the finished article.

- Consider the way the helmet would be used
- > Add electricity to make light.
- Produce step by step plans

Making:

- > Measure and cut using grams and cms.
- Choose tools and equipment that will be effective.
- > Make holes using a punch/drill.
- Prepare by assembling before joining using tools and techniques. Work out how to make models stronger, altering and adapting.
- > Make the finished product neat and tidy.
- Model ideas before making, measure accurately to cms and grams.
- Combine materials for strength and to improve appearance.
- Use temp and perm fastenings to join materials on the helmet.
- > Join with a greater range of techniques.

Product and Evaluation

- > Be clear about their ideas when asked.
- Alter and adapt plans following discussion and evaluation.
- Recognise what has gone well, be able to suggest further improvements for the finished article.
- Suggest which elements they would improve and show how their evaluation has led to improvements.
- > Talk about what they like/dislike and give reasons.
- Develop designs through their own reflection and evaluation of others.
- > Carry out tests before making improvements.

		 Suggest which elements they would improve and show how their evaluation has led to improvements. Talk about what they like/dislike about their design and give reasons. Develop designs through their own reflection and evaluation of others. Carry out tests before making improvements. 	
	Theme: Space NC Links	Theme: South America NC Links	Theme: Mayans NC Links
	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
	Ar2/1.2 to improve their mastery of art and design techniques, including drawing with a range of materials	Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials	Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting with a range of materials
	Ar2/1.3 about great artists, architects and designers in history.	Ar2/1.3 about great artists in history. Painting	Ar2/1.3 about great artists in history. Painting
Class 4 Year 5/6	Graphic Drawing Art: Escher – (Expressionism)Draw a picture of moon landscape in the style of Escher.	Art: Dean Russo (Contemporary) or Henri Rousseau (Post-impressionist) – Paint a picture of animal in jungle or a native South American Animal in the Russo Pop Art Style. Skills Progression	Art: Frida Kahlo (Surrealism) – portraits conveying a message or story about themselves using technology Skills Progression Year 5/6
	Skills Progression	Year 5/6	Exploring and Developing:
	 Year 5/6 Exploring and Developing: Make and support their own decisions and choices about their moonscape. Use inspiration from Escher to develop their ideas. Experiment with techniques. Keep detailed notes in a sketch book. Use a full range of design, experimentation, exploration alongside the work of Escher to develop their own work. 	 Exploring and Developing: Make and support their own decisions and choices about their rainforest scene. Use inspiration from Rousseau/post impressionism to develop their ideas. Experiment with combinations of techniques and materials. Keep detailed notes in a sketch book. Use a full range of design, experimentation, exploration 	 Make and support their own decisions and choices about their portrait. Use inspiration from Kahlo/surrealism to develop their ideas. Experiment with combinations of techniques and materials. Keep detailed notes in a sketch book. Use a full range of design, experimentation, exploration alongside the work of Rousseau to develop their own work.

Using Materials:

- Understand the importance of preparing materials before working.
- Produce work that can be visual and tactile.
- Make specific decisions about using different effects towards an end point – looking at the moonscape and portraying the spherical shape of their scene.

Evaluating:

- Evaluate own and others' work, explain/justify their own reasons.
- > Use analysis when commenting on ideas.
- Consider the end point when adapting and improving their work.
- Analyse and comment on their own and others' ideas, methods and approaches in order to create the 3 dimensional presentation.
- Make on going revisions to refine their work. Several adaptations to move towards the end point.

Control and Expertise:

- Develop and improve their own style, use their drawing to show perspective
- Combine tints, tones and shades.
- > Convey emotion through their artwork.
- Choose a limited range of colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.
- > Make adaptations based on their reflections and comments of others.

alongside the work of Rousseau to develop their own work.

Using Materials:

- Understand the importance of preparing materials before working.
- Produce work that can be visual and tactile.
- Make specific decisions about using different effects towards an end point

 looking at e.g. movement, perspective.

Evaluating:

- Evaluate own and others' work, explain/justify their own reasons.
- Use analysis when commenting on ideas.
- Consider the end point when adapting and improving their work.
 Analyse and comment on their own and others' ideas, methods and approaches in creating mood and emotion. Make on going revisions to refine their work. Several adaptations to move towards the end point.

Control and Expertise

- Develop and improve their own style, use their drawing to show perspective and movement.
- Combine colour, tints, tones and shades.
- Convey emotion through their artwork.
- Choose a limited range of colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.

Using Materials:

- Understand the importance of preparing materials before working.
- Produce work that can be visual and tactile.
- Make specific decisions about using different effects towards an end point – looking at the portrait components to support and develop ideas about making their work visual and tactile.

Evaluating:

- Evaluate own and others' work, explain/justify their own reasons.
- > Use analysis when commenting on ideas.
- Consider the end point when adapting and improving their work.

Analyse and comment on their own and others' ideas, methods and approaches in order to create a vivacious portrait. Make on going revisions to refine their work. Several adaptations to move towards the end point.

Control and Expertise

- Develop and improve their own style, use their drawing to show depth, perspective and movement.
- > Combine colour, tints, tones and shades.
- > Convey emotion through their artwork.
- Choose colour/tone to produce a chosen effect.
- Begin to use perspective in art, work with precision and care towards an end point.
- Make adaptations based on their reflections and comments of others.

DT:		Design and Create Masks and Mexican Food
	DT.	—
Design a space bag. Consider patterns, nets and	DT:	Skills Progression:
stitching type. Use appropriate materials to create	Design a tree top den appropriate for the	Design and Develop:
the finished product.	rainforest	Plan the order of work by thinking ahead
Skills Progression:	Skills Progression:	Use sketches to show other ways of doin
Design and Develop:	Design and Develop:	things and then make a choice about k
Plan the order of work by thinking ahead.	 Make more complex designs to 	design.
Use sketches to show other ways of doing	include belts/pulleys and a combo of	 Use various sources of information and
things and then make a choice about bag	other mechanisms.	draw on them in design.
design.	Plan the order of work by thinking	Meet an identified need – design and
Use various sources of information and draw	ahead.	create a Mexican meal and select
on them in design.	Use sketches to show other ways of	ingredients
Keep cost constraints in mind when	doing things and then make a choice	Keep cost constraints in mind when
selecting materials and designing.	about den design.	selecting ingredients and meal designing
Use knowledge of sciences/art when	Use various sources of information and	Use knowledge of culture/geography
designing. Incorporate commercial aspects	draw on them in design.	when designing.
where necessary in the bag design.	Keep cost constraints in mind when	Incorporate dietary aspects where
Draw scaled diagram.	selecting materials and designing.	necessary in the meal design.
 Calculate the material cost. 	Use knowledge of science/art when	 Draw.
	designing.	 Calculate the material cost.
Making:	 Incorporate commercial aspects 	
 Carry out tests to see if the design works. 	where necessary in the den design.	Making:
Make improvements from design	 Design including hydraulics and 	 Carry out tests to see if the design work
suggestions.	pneumatics to provide	 Make improvements from design
 Measure and cut precisely to mms. 	access/provisions to the den.	suggestions.
 Measure and cut precisely to mins. Measure and cut out in precise detail, finish 	 Draw scaled diagram using ratio. 	 Measure precisely to grams. Work in a s
products carefully.	 Calculate the material cost. 	and hygienic way, use proportions whe
 Make separate elements of the bag before 		cooking by doubling and halving recip
combining and assembling.	Making:	 Measure in precise detail, finish product
 Understand how the bag might be mass 	 Carry out tests to see if the design 	carefully.
produced.	works.	 Make separate elements of the meal
 Produce a simple manual for the care of the 		
	 Make improvements from design 	before combining and assembling.
bag.	suggestions.	Understand how the meal might be more duraged
Dre durch and Friedrich	Make stable and strong joins to stand	produced.
Product and Evaluation	the test of time.	Produce a simple manual for the meal - in and diamate (as a king a instructions)
	Measure and cut precisely to mms.	ingredients/cooking instructions.

Make adaptations based on their reflections and comments of others.

DT:

 Identify what is working well and what might be improve - make choices from several alternatives. Refine the quality of the final product including annotations on the design. Clarify ideas through drawing and modelling. Use testing to improve models and finished 	 Measure and cut out in precise detail, finish products carefully. Make separate elements of the den before combining and assembling. Understand how the den might be mass produced. Produce a simple manual for the den and features. 	 Product and Evaluation Identify what is working well and what might be improve – make choices from several alternatives. Refine the quality of the final product including annotations on the design. Clarify ideas through drawing and
 bag product. Research products using the internet. Test and evaluate commercial products, understanding how this information will support them in their bag design. Evaluate a range of different sources of information using advertisements/handbooks. 	 Product and Evaluation Identify what is working well and what might be improve – make choices from several alternatives. Refine the quality of the final product including annotations on the design. Clarify ideas through drawing and modelling. Use testing to improve models and finished den product. Research products using the internet. Test and evaluate commercial products, understanding how this information will support them in their den design. Evaluate a range of different sources of information using advertisements/handbooks. 	 modelling. Use testing to improve models and finished meal product. Research products using the internet. Test and evaluate commercial products, understanding how this information will support them in their meal design. Evaluate a range of different sources of information using advertisements/handbooks.