



Art & D&T

Curriculum: Year A

## EYFS -Cherry GARDEN Expressive Art and Design

### Topics

**Year A :** Ourselves Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates

### Expressive Arts and Design

- Will participate in songs, rhymes and musical activities,
- will participate in mark making and creative activities,
  - expresses self through physical action and sound,
- creates a response to an external stimulus i.e. moves to music, creates a story around toys...

Class	Autumn 1 Year A	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2</b>	<p><u>Knowing Me</u></p> <p>Creative ideas for this topic:</p> <p>Textile: pasta shape faces                      Printing: hand and foot prints                      Painting: skin colour paint exploration                      Drawing: mark making on foil mirrors                      3D: making mirrors with foil                      Digital: my body 2paint (purple mash)</p>	<p><u>5,4,3,2,1 Blast Off!</u></p> <p>Creative ideas for this topic:</p> <p>Textile: moon rocks                      Printing: star stamping                      Painting: marble painting planets                      Drawing: alien mark making                      3D: playdough planets                      Digital: rocket 2paint</p>	<p><u>Pets</u></p> <p>Creative ideas for this topic:</p> <p>Textile: wool wrapped animal outlines                      Printing: paw printing, hand print animals                      Painting: rock painting                      Drawing: mark making around animal silhouettes                      3D: face mask paper plates                      Digital: kitten/ rabbit/ puppy 2paint</p>	<p><u>Over the Rainbow</u></p> <p>Creative ideas for this topic:</p> <p>Textile: rain sticks                      Printing: changing leaves finger printing                      Painting: colour mixing                      Drawing: shaving foam cloud exploration/ mark making                      3D: rainbow sun catchers                      Digital: seasons 2print</p>	<p><u>Octopus Garden</u></p> <p>Creative ideas for this topic:</p> <p>Textile: ocean play dough                      Printing: bubble wrap fish scales                      Painting: spikey ball/ fork puffer fish painting                      Drawing: mark making in ocean sensory bags                      3D: loo roll octopuses                      Digital: sea creature 2print</p>	<p><u>Ugly Bug Ball</u></p> <p>Creative ideas for this topic:</p> <p>Textile: jellyfish in a bottle                      Printing: hand print insects                      Painting: snail marble art                      Drawing: bark/leaf rubbing                      3D: half plate insects                      Digital: spider/ butterfly/ minibeast 2paint</p>
<b>Red 1 &amp; Red 3  (Years 1 &amp; 2)</b>	<p><u>Autumn Explorers Art Focus</u></p> <p><b>Outcome</b>                      Printing- To create patterns using shades of autumn to create patterns in the style of Andy Goldsworthy.                      Explore</p>	<p><u>Winter Warmers Art Focus</u></p> <p><b>Outcome</b>                      Textiles – To photograph a winter landscape and trace it. Use textured materials to recreate the image.                      Explore</p>	<p><u>To Infinity and Beyond DT Focus</u></p> <p><b>Outcome</b>                      Junk modelling - making a rocket                      Designing                      Understanding contexts, users and purposes</p>	<p><u>Knight Fever DT Focus</u></p> <p><b>Outcome</b>                      Designing and building a castle                      - Towers                      - Walls                      Mechanisms – Link to castle created e.g.</p>	<p><u>Pirates Art Focus</u></p> <p><b>Outcome</b>                      Painting- photograph children in pirate costumes, create self portraits from reference photos and paint                      Explore</p>	<p><u>The Land of Rhyme Art Focus</u></p> <p><b>Outcome</b>                      3D collage- Create a Nursery Rhyme character in the style of Henri Matisse using cut or torn paper shapes. Add depth and</p>



<p><b>Year A</b></p>	<p>Textile: traffic light bead threading Printing: tyre mark making Painting: stop light colour mixing Drawing: map mazes 3D: loo roll trains/ cars Digital: Transport 2paint projects (purple mash)</p>	<p>Textile: Rangoli rice patterns Printing: firework fork art Painting: Christmas cards Drawing: reindeer portraits 3D: poppy eggcups Digital: pumpkin, poppy, firework, Halloween 2paint</p>	<p>Textile: alien slime Printing: alien hand and foot prints Painting: splatter paint planets Drawing: chalk space scenes 3D: bottle rockets Digital: rocket 2paint</p>	<p>Textile: lion mane threading Printing: handprint animal painting Painting: rock animal painting Drawing: adding the pattern to the animal 3D: pushing animal figures into clay Digital: animal 2paint</p>	<p>Textile: potion mixing Printing: dragon scale printing with bubble wrap Painting: painting over wax to make disappearing patterns Drawing: magic drawings on water 3D: wand making Digital: magic wand 2paint</p>	<p>Textile: jellyfish cheerio threading Printing: seaside objects used to make prints Painting: seaside colour exploration Drawing: mark making in sand 3D: shell pictures Digital: seaside 2paint</p>
<p><b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b> <b>(Years 3 &amp; 4)</b> <b>Year A</b></p>	<p><u>Journeys</u> DT Focus Moving Pictures Focus-mechanisms</p> <p><b>Outcome</b> <b>Enterprise Week – making something to sell on our stall</b> <b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas <b>Making</b> Planning Practical techniques and skills <b>Evaluating</b> Own ideas and products Existing products Key events and individuals <b>Technical knowledge</b> Making products work. Using simple levers and sliding mechanisms</p>	<p><u>Frozen Planet</u> Art Focus</p> <p><b>Outcome</b> <b>Painting- To create a painting of a winter landscape. Half in the style of Hockney and the other in Thomas</b> <b>Explore</b> Hockney and Thomas art. Landscapes – differences in winter landscapes to other times of year. Seasons. <b>Skill</b> Colour mixing, cool palates, painting techniques, patterns <b>Practise</b> Drawing and painting elements of winter landscapes, creating patterns and smaller images in artists styles <b>Create</b> Landscape art (winter), seasonal patterns, images with different colour palates. <b>Evaluate</b></p>	<p><u>Amazing Animals</u> DT Focus Food</p> <p><b>Outcome</b> <b>Link fruits to Jungle animals and habitats.</b> <b>Cooking and nutrition</b> Where food comes from. Cooking and nutrition Food tasting. <b>Technical knowledge</b> What are the differences between healthy and unhealthy foods, how do animal diets differ, where does food grow. <b>Knowledge</b> To know where different food comes from.</p> <p><a href="#">Fruit and vegetables</a> <a href="#">See Equals document</a> <a href="#">Eat more fruit and vegetables 1.1.3 for suggested ideas and outcomes.</a></p>	<p><u>Out of this world</u> Art Focus</p> <p><b>Outcome</b> <b>Drawing – creating a rocket image in the style of Peter Thorpe, using pastels</b> <b>Explore</b> The work of Peter Thorpe, using different drawing supplies to create different effects <b>Skill</b> Blending with pastels shading with coloured pastels <b>Practise</b> Creating rockets using pastels different purposes within an image. <b>Create</b> A Peter Thorpe mixed media drawing, using pastels to create a background, pencils to shade a rocket and pastels for outlining. <b>Evaluate</b></p>	<p><u>Terrific Time Travellers</u> <u>Romans</u> DT focus</p> <p><b>Outcome</b> <b>3D- using card to create Roman armour.</b> <b>Explore</b> To look at Roman Armor photographs to see how they are constructed. Skill <b>Select and use a range of tools and equipment for example cutting shaping joining and finishing</b> <b>Practise</b> Use measuring tools to make a Roman piece of armour to fit themselves. <b>Create</b> Use card / materials to construct armour that protects the body. Use fastening so the armour can be worn. <b>Evaluate</b> Evaluation of work: traffic lights, faces,</p>	<p><u>Colour, Shimmer &amp; Shine</u> Art Focus</p> <p><b>Outcome</b> <b>Textiles – to create a weaving based on a rainbow</b> <b>Explore</b> weaving Using different materials to create different effects. <b>Skill</b> Weaving with paper/card, weaving with material strips, <b>Practise</b> Weaving skills, on a hoop, pre-made weaving board, through string <b>Create</b> Two colour patterns, small woven designs, a woven rainbow <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating</p>

	<p>that are used to create movements.</p> <p><b>Knowledge</b> To know levers, make a movement.</p> <p><a href="#">Using construction kits</a> <a href="#">See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes.</a></p>	<p>Evaluation of work: traffic lights, faces, what I liked, what I'd change. Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Colour palates, colour mixing, pattern, landscapes</p> <p><b>Knowledge</b> To know primary colours, make secondary colours. <a href="#">See the work of David Hockney and Alma Thomas for artist inspiration for this topic</a></p>		<p>Traffic lights, faces, what I liked, what I'd change or a star rating</p> <p>Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Shading, blending,</p> <p><b>Knowledge</b> To know how to blend colours together to make a colour darker or lighter <a href="#">See the work of Peter Thorpe for artist inspiration for this topic</a></p>	<p>what I liked, what I'd change or a star rating</p> <p>Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Build the armour structure exploring how to strengthen materials.</p> <p><b>Knowledge</b> To know how to join different materials.</p>	<p>Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Plain weaving, joining paper, colour blending, primary colours</p> <p><b>Knowledge</b> To know how to thread in and out when weaving</p>
<b>Blue 2 Year A</b>	<p style="text-align: center;"><u>Journeys</u></p> <p>Creative ideas for this topic:</p> <p>Textile: threading transport images Printing: mark making with wheels Painting: road signs Drawing: moving pictures 3D: pop bottle planes Digital: Transport Paint Project – purple mash</p>	<p style="text-align: center;"><u>Festivals of Light</u></p> <p>Creative ideas for this topic:</p> <p>Textile: Rangoli rice patterns Printing: firework printing with toilet rolls Painting: painting divas Drawing: mehndi patterns 3D: Diva lamps out of clay or paper lanterns Digital: Firework paint project- purple mash</p>	<p style="text-align: center;"><u>Magic Carpet Ride</u></p> <p>Creative ideas for this topic:</p> <p>Textile: weaving carpets Printing: patterns with 3D shapes Painting: stained glass window patterns Drawing: patterns for carpet designs, pencil control 3D: milk bottle lanterns Digital: Aladdin (lamp) paint project- purple mash</p>	<p style="text-align: center;"><u>Amazing Animals</u></p> <p>Creative ideas for this topic:</p> <p>Textile: hedgehog paper craft (cutting skills) Printing: finger print snail pattern shells Painting: pet portraits Drawing: animal patterns 3D: paper paint pets Digital: animal paint projects- purple mash</p>	<p style="text-align: center;"><u>Who Do You Think You Are?</u></p> <p>Creative ideas for this topic:</p> <p>Textile: mixed collage faces Printing: bingo blobbers Andy Warhol style self portraits Painting: Picasso portraits Drawing: portraits 3D: playdough people Digital: Taking self-portraits using an IPAD</p>	<p style="text-align: center;"><u>We're All Going on A Summer Holiday</u></p> <p>Creative ideas for this topic:</p> <p>Textile: magic sand exploration Printing: printing with shells Painting: rock painting fish Drawing: mark making in sand 3D: sand castles Digital: seaside paint projects- purple mash</p>

**Blue 1  
&  
Blue 3  
&  
Blue 4**  
  
**(Years 5 & 6)**  
**Year A**

<p><u>Egyptians</u> Art Focus</p>	<p><u>Lights, Camera, Action!</u> Art Focus</p>	<p><u>Space – 5.4.3.2.1</u> Art Focus</p>	<p><u>Righteous Royals</u> DT Focus</p>	<p><u>Magic</u> DT Focus</p>	<p><u>Groovy Greeks</u> Art Focus</p>
<p><b>Outcome</b> <b>Textiles – To create a class tapestry in the style of Khayamiya by joining individual squares together</b> <b>Explore</b> Egyptian patterns, Khayamiya art and patterns, stitching techniques <b>Skill</b> Running, basting and back stitching. Ext: cross and blanket stitching <b>Practise</b> Drawing Egyptian textile patterns, following the pattern with different stitches <b>Create</b> A Khayamiya style square pattern that is stitched over using a range of stitching techniques <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Stitching techniques, joining, pattern, safe use of a needle <b>Knowledge</b> To know a running stitch</p>	<p><b>Outcome</b> <b>Drawing – to create a Disney style portrait in the artists style</b> <b>Explore</b> Experiment with wet media to make different marks, lines, patterns, textures and shapes. <b>Skill</b> Colour mixing and blending techniques with coloured pencils. Use techniques for different purposes e.g. shading, hatching within their own work. <b>Practise</b> Use dry media to make different marks, lines, patterns and shapes within a drawing. <b>Create</b> to create a Disney style portrait in the style of Mary Blair <b>Evaluate</b> Traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Line making, tone, form, texture, colour wheels <b>Knowledge</b> To know lines and shapes create different patterns</p>	<p><b>Outcome</b> <b>Painting – create a astronaut portrait on a Daniela Schweinsberg inspired background</b> <b>Explore</b> Daniela Schweinsberg art, abstract painting, astronaut portraits and suits <b>Skill</b> Abstract painting techniques: pouring, scraping, dabbing, stippling <b>Practise</b> Creating abstract backgrounds with paint, drawing astronaut suits <b>Create</b> Astronaut portraits, abstract paintings, large- and small-scale abstract art <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Pouring, scraping, dabbing, stippling and layering techniques. <b>Knowledge</b> To know how to make different marks on paper by using paint in different ways.</p>	<p><b>Outcome</b> <b>Link to Royal Feasts/Picnics</b> <b>Cooking and nutrition</b> Where food comes from. Cooking and nutrition <b>Technical knowledge</b> Past and present differences between food and nutrition, how transport of food has changed, styles of food and feasts and how they have changed. <b>Knowledge</b> To know recipes, provide instructions when preparing for a feast.  <a href="#">Food focus – Bread</a> <a href="#">See Equals document 2.5.2 for suggested ideas and outcomes.</a></p>	<p><b>Outcome</b> <b>Create a puppet theatre.</b> <b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas <b>Making</b> Planning Practical techniques and skills <b>Evaluating</b> Own ideas and products Existing products Key events and individuals <b>Technical knowledge</b> Making products work, building for a purpose, Build structures, exploring how they can be made more stable. <b>Knowledge</b> To know how to combine materials together to create a structure.  <a href="#">See Equals document 2.6.1 – Shelters for suggested ideas and outcomes.</a></p>	<p><b>Outcome</b> <b>3D- to create a pot out of clay, that is then decorated with their favourite character</b> <b>Explore</b> Greek Pottery and patterns, the work of Saskia Janssen. Shapes and designs on pots of different time periods. <b>Skill</b> Rolling, squeezing, pulling, pinching, carving, smoothing and joining clay. Decorating and painting clay. <b>Practise</b> Drawing and painting characters, moulding clay to a shape <b>Create</b> A design concept and final pot <b>Evaluate</b> Traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Understanding form, manipulating and layering clay, using tools and paint to finish a product <b>Knowledge</b> To know how to get air out of clay. To know how to use water and</p>

<b>Year A</b>	See the work of Khayamiya for artist inspiration for this topic	See the work of Mary Blair for artist inspiration for this topic	See the work of Gomersal Primary School and Daniela Schweinsberg for artist inspiration for this topic			tools to shape the clay into different forms.  See the work of Greek pot artists and Saskia Janssen for artist inspiration for this topic
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Art & D&T

Curriculum: Year B



## EYFS -Cherry GARDEN Expressive Art and Design

### Topics

**Year B** Ourselves Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates

### Expressive Arts and Design

- Will participate in songs, rhymes and musical activities,
- will participate in mark making and creative activities,
  - expresses self through physical action and sound,
- creates a response to an external stimulus i.e. moves to music, creates a story around toys...

Class	Autumn 1 Year B	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2</b>	<p><u>Nursery Rhymes.</u></p> <p>Creative ideas for this topic:</p> <p>Textile: woollen sheep Printing: star stamps Painting: splatter painting speckled frogs Drawing: mark making in oats 3D: itsy bitsy spider hand puppets Digital: Fairy stories – 2 paint project, purple mash</p>	<p><u>Winter Wonderland</u></p> <p>Creative ideas for this topic:</p> <p>Textile: bead threading snowflakes Printing: snowflake stamping Painting: painting in shaving foam Drawing: mark making in fake snow or foam soap 3D: pompom snowmen Digital: Christmas – 2 paint project, purple mash</p>	<p><u>Bucketful of Dinosaurs</u></p> <p>Creative ideas for this topic:</p> <p>Textile: rice crispy cake volcanos Printing: dinosaur foot stamps or dinosaur bodies into clay to make fossils Painting: class volcano Drawing: mark making around pasta bones to form a dinosaur 3D: paper plate dinosaur Digital: Dinosaur – 2 paint project, purple mash</p>	<p><u>'Tickets Please' Transport</u></p> <p>Creative ideas for this topic:</p> <p>Textile: red, yellow and green colour matching Printing: mark making with vehicle tyres Painting: large boxes to make train carriages Drawing: mark making tracks to follow with toy cars 3D: popsicle stick cars and tractors Digital: Transport – 2 paint project, purple mash</p>	<p><u>Food Glorious Food</u></p> <p>Creative ideas for this topic:</p> <p>Textile: salad collage Printing: potato printing Painting: painting pasta shapes Drawing: mark making in rice 3D: rolling/ pushing fruit through paints Digital: Food – 2 paint project, purple mash</p>	<p><u>Down in the Jungle</u></p> <p>Creative ideas for this topic:</p> <p>Textile: pasta snake threading Printing: hand print monkeys Painting: paper plate spiral snakes Drawing: features on a bird face to add colourful feathers too 3D: jungle animal masks Digital: Jungle animal – 2 paint project, purple mash</p>

<p style="text-align: center;"><b>Red 1 &amp; Red 3</b></p> <p style="text-align: center;"><b>(Years 1 &amp; 2)</b></p> <p style="text-align: center;"><b>Year B</b></p>	<p style="text-align: center;"><u>Africa</u> Art Focus</p> <p><b>Outcome</b> Digital drawing of an African landscape or animal. Using digital print designs children have made.</p> <p><b>Explore</b> Look at images of African villages, people and animals. Look at the work of Enfant Precoce and different pattern designs.</p> <p><b>Skill</b> Repeating patterns, drawing 2D shapes, pencil control, working digitally</p> <p><b>Practise</b> Practice drawing and digitally drawing different patterns and outlines that can be used together</p> <p><b>Create</b> A mix of hand drawn and digitally drawn patterns that can be used to decorate an African image</p> <p><b>Evaluate</b> traffic lights, faces, what I liked, what I'd change</p> <p><b>Technical Knowledge</b> Patterns, outlines, 2D shapes, programs for a task, adjusting the size and colour of a tool</p> <p><b>Knowledge</b> To know patterns are repeated images.</p>	<p style="text-align: center;"><u>Celebrations</u> Art Focus</p> <p><b>Outcome</b> <b>Printing- Using pointillism techniques to create an image of a chosen celebration</b></p> <p><b>Explore</b> Look at the work of George Seurat and pointillism images</p> <p><b>Skill</b> Pattern making using pointillism, drawing people and settings, drawing/tracing from a photograph</p> <p><b>Practise</b> Tracing over images or settings and filling in outlines using a pointillism technique- finger prints or cotton buds</p> <p><b>Create</b> Choose a photograph of a celebration, trace over the image and use pointillism to fill in the image</p> <p><b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Pattern, pointillism, tracing simple outlines</p> <p><b>Knowledge</b></p>	<p style="text-align: center;"><u>Once Upon a Time</u> DT Focus</p> <p><b>Outcome</b> <b>Textiles Children to design and make a puppet using textiles.</b></p> <p><b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas</p> <p><b>Making</b> Planning Practical techniques and skills</p> <p><b>Evaluating</b> Own ideas and products Existing products Key events and individuals</p> <p><b>Technical knowledge</b> Joining fabrics and different materials such as wool in simple ways by gluing stitching, threading</p> <p><b>Knowledge</b> To know that materials can be joined in different ways.</p> <p style="text-align: center;"><a href="#">Equals document</a></p>	<p style="text-align: center;"><u>The Land Before Time</u> DT Focus</p> <p><b>Outcome</b> <b>Children to make a moving Dinosaur image for a book using levers and sliders.</b></p> <p><b>Designing</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p><b>Making</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluating</b> evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Knowledge</b> To know how a slider can be used to move an object</p> <p style="text-align: center;"><a href="#">See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes</a></p>	<p style="text-align: center;"><u>Starry Night</u> Art Focus</p> <p><b>Outcome</b> <b>Painting and 3D art to recreate their own starry night, textured image.</b></p> <p><b>Explore</b> The work of Vincent Van Gogh, look at the starry night image and other pictures of "starry nights", explore how they are different</p> <p><b>Skill</b> Cutting, tearing, layering, pattern making, loose brush strokes</p> <p><b>Practise</b> Creating small sections of the image using loose brush strokes, coloured rice patterns or coloured paper patterns</p> <p><b>Create</b> Recreate the starry night image using paint, torn paper, rice</p> <p><b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Cutting, joining, repetition, pattern, 3D</p> <p><b>Knowledge</b> To know that movement of the</p>	<p style="text-align: center;"><u>Under the Sea</u> DT Focus</p> <p><b>Outcome</b> <b>To explore sensory qualities of materials Using tools to change materials – cutting, fixing and shaping - Papier Mache - Fish and other Sea creatures.</b></p> <p><b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas</p> <p><b>Making</b> Planning Practical techniques and skills</p> <p><b>Evaluating</b> Own ideas and products Existing products Key events and individuals</p> <p><b>Technical knowledge</b> Making products work, using tools safely.</p> <p><b>Knowledge</b> To know how materials can be cut, shaped and combined to create different effects.</p> <p style="text-align: center;"><a href="#">See Equals document 1.2.5 Masks for</a></p>
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	See the work of <a href="#">Enfant Précoce</a> for artist inspiration for this topic	To know that dots can be used to create a bigger image See the work of <a href="#">George Seurat</a> for artist inspiration for this topic			paintbrush in the paint can create textures in a picture See the work of <a href="#">Van Gogh</a> for artist inspiration for this topic	<a href="#">suggested ideas and outcomes.</a>
<b>Yellow 2</b>  <b>Year B</b>	<u>Outdoor Adventure</u>  Creative ideas for this topic:  Textile: sun catchers with flowers Printing: leaf/bark rubbing Painting: mud kitchen paints Drawing: leaf characters (adding faces ad limbs to leaves) 3D: natural collage Digital: outdoor animals, paint project, Purple mash	<u>Around the World</u>  Creative ideas for this topic:  Textile: paper lanterns Printing: using different objects from around the world Painting: globes Drawing: mark making on maps 3D: clay divas Digital: flag paint projects, purple mash	<u>Winter Warmers</u>  Creative ideas for this topic:  Textile: candy cane bead and pipe cleaner threading Printing: Santa and Rudolph handprints Painting: decorating own wrapping paper Drawing: circling Christmas lists 3D: lollypop stick tree decorations Digital: Christmas paint projects, purple mash	<u>Growing Up</u>  Creative ideas for this topic:  Textile: self-portrait collage Printing: hand and foot printing Painting: self portraits Drawing: features on a face 3D: edible wrap faces Digital: taking photos on IPADs or with cameras	<u>Teddy Bears' Picnic</u>  Creative ideas for this topic:  Textile: felt teddies Printing: printing using food Painting: picnic mat patterns Drawing: features/faces onto teddy bears 3D: teddy bear hats Digital: teddy and food paint projects, purple mash	<u>Beside the Seaside</u>  Creative ideas for this topic:  Textile: octopus chain legs Printing: beach cutters in playdough Painting: scales onto fish Drawing: mark making in sand 3D: seaside in a bottle Digital: seaside paint projects, purple mash
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b>  <b>(Years 3 &amp; 4)</b> <b>Year B</b>	<u>Happy Healthy Me</u> <i>Art and DT Focus</i>  <b>DT Outcome</b> <b>Create a fruit kebab/salad</b> <b>Cooking and nutrition</b> Where food comes from. Cooking and nutrition <b>Technical knowledge</b> What are the differences between healthy and unhealthy foods, where food	<u>Victorian Wonderland</u> <i>Art Focus</i>  <b>Outcome</b> <b>Drawing – Create a Victorian landscape in coloured pencil and charcoal using matchstick men</b> <b>Explore</b> The work of LS Lowry and images of Victorian towns, people and factory's <b>Skill</b>	<u>Let it Grow</u> <i>Art and DT Focus</i>  <b>DT Outcome</b> <b>Edible garden</b> <b>Naming and growing herbs</b> Making soup. <b>Cooking and nutrition</b> Where food comes from. Cooking and nutrition <b>Technical knowledge</b> What are the differences between	<u>Chocoholics</u> <i>Art Focus</i>  <b>Outcome</b> <b>Digital- design a primary colour image in the style of Piet Mondrian (can be printed and used as a chocolate bar wrapper)</b> <b>Explore</b> The work of Piet Mondrian, primary colours and colour blocking	<u>The Great Outdoors</u> <i>DT Focus</i>  <b>Outcome</b> <b>Making bug hotels</b> <b>Mini models</b> <b>Woodland walk</b> <b>Big build</b> <b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas	<u>The Big Top</u> <i>DT focus</i>  <b>Outcome</b> <b>Design and make a model of a tent.</b> <b>Product Analysis</b> <b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas <b>Making</b>

Year B

grows or comes from, food pyramid.  
**Knowledge**  
 To know how to use kitchen tools safely.

[See Equals document 1.1.3 and 2.3.2 Sandwich snacks for suggested ideas and outcomes](#)

**Art**  
**Outcome**  
**Painting- create a fruit or vegetable flower in the style of Georgia O'Keeffe**  
**Explore**  
 The work of Georgia O'Keeffe (flowers), look at what flowers grow with fruits and vegetables  
**Skill**  
 Drawing from observation, colour mixing, creating tone with paint  
**Practise**  
 Colour mixing, adding white to create lighter tones, observation drawings  
**Create**  
 An image of a flower using Georgia O'Keeffe's techniques  
**Evaluate**  
 Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating

Using coloured pencils and charcoal to make sketches and tone  
**Practise**  
 Drawing 'matchstick men' in the style of LS Lowry, drawing industrial buildings  
**Create**  
 An industrial image of a Victorian Factory in the style of LS Lowry and his matchstick men, using a colour palate of greys, black, white and browns  
**Evaluate**  
 Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating  
 Pupil voice to evaluate each other's or another artist's work  
**Technical Knowledge**  
 Dull colour pallet, create tone, sketching  
**Knowledge**  
 To know how to use charcoal and pencils to create different quality of lines.

[See the work of LS Lowry for artist inspiration for this topic](#)

healthy and unhealthy foods, where food grows or comes from, food pyramid.  
**Knowledge**  
 To know how to prepare vegetables and herbs for cooking a recipe.

[See Equals document 1.2.7 Picnics for suggested ideas and outcomes.](#)

**Art**  
**Outcome**  
**Printing- Use cut outs of fruits and fruit and veg printing to create face images**  
**Explore**  
 Explore the work of Giuseppe Arcimboldo and what fruit and veg he has used to create different facial features  
**Skill**  
 Printing with fruit and veg to create an image, using photographs to create an image, drawing fruit from observation  
**Practise**  
 Find out which fruits and veg work well for printing and why  
**Create**  
 Creating faces of facial features using fruit and veg cut outs and prints.  
**Evaluate**

**Skill**  
 Colour blocking, using a ruler tool, using tools on a computer, recreating art using a computer program  
**Practise**  
 Using computer programs to create colour filling and blocking techniques  
**Create**  
 A non-digital plan and digital chocolate bar wrapper  
**Evaluate**  
 Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating  
 Pupil voice to evaluate each other's or another artist's work  
**Technical Knowledge**  
 Primary colours, colour blocking, abstract painting, fill effects, ICT manipulation  
**Knowledge**  
 To know how to use a computer programme to create a design.  
[See the work of Piet Mondrian for artist inspiration for this topic](#)

**Making**  
 Planning  
 Practical techniques and skills  
**Evaluating**  
 Own ideas and products  
 Existing products  
 Key events and individuals  
**Technical knowledge**  
 Making products work, products made for a purpose, eco-friendly builds.  
**Knowledge**  
 To know how to make structures by assembling, joining and combining materials and components.

[See Equals document 1.1.2 Playgrounds for suggested ideas and outcomes](#)

Planning  
 Practical techniques and skills  
**Evaluating**  
 Own ideas and products  
 Existing products  
 Key events and individuals  
**Technical knowledge**  
 Making products work, basic sewing skills, changing materials for a purpose.  
 Strengthen stiffen and reinforce structure.  
**Knowledge**  
 To know how to measure and mark out a range of materials,

[See Equals document 1.2.4 Josephs coat for suggested ideas and outcomes](#)

	<p>Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Colour mixing, tone, observational drawing, increasing scale</p> <p><b>Knowledge</b> To know how to create different shades with paint. <a href="#">See the work of Georgia O'Keeffe for artist inspiration for this topic</a></p>		<p>Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating</p> <p>Pupil voice to evaluate each other's or another artist's work</p> <p><b>Technical Knowledge</b> Print, facial features and structure</p> <p><b>Knowledge</b> To know how to use collage to create features of a face. To know how to use an object to print a repeating pattern. <a href="#">See the work of Giuseppe Aricmboldo for artist inspiration for this topic</a></p>			
<p><b>Blue 2 Year B</b></p>	<p><u>Witches and Wizards</u></p> <p>Creative ideas for this topic:</p> <p>Textile: magic wands Printing: bubble printing Painting: adding witch/wizard features onto a photo of themselves Drawing: faces onto pumpkins ready to carve 3D: witch and wizard hats Digital: Halloween paint project, in print</p>	<p><u>Festivals of Light</u></p> <p>Creative ideas for this topic:</p> <p>Textile: pipe cleaner fireworks and rockets Printing: firework fork printing Painting: splatter painting Drawing: scratch drawing on black scratch paper 3D: paper plate divas Digital: firework, paint project, purple mash</p>	<p><u>The Circus is Coming</u></p> <p>Creative ideas for this topic:</p> <p>Textile: clown paper plate faces Printing: fingerprint balloons Painting: circus tent stripes Drawing: face paint designs 3D: popcorn buckets Digital: the circus, paint projects, purple mash</p>	<p><u>How Does Your Garden Grow?</u></p> <p>Creative ideas for this topic:</p> <p>Textile: nature sensory bottles Printing: leaf/ bark rubbing Painting: flower painting Drawing: chalk drawing outside 3D: making scarecrows Digital: nature paint projects, purple mash</p>	<p><u>A Pirate Life for Me</u></p> <p>Creative ideas for this topic:</p> <p>Textile: string/woollen beard weaving Printing: x marks the spot on a map Painting: irate bandanas/ masks to wear Drawing: maps 3D: treasure chests Digital: pirate paint projects, purple mash</p>	<p><u>Food Glorious Food</u></p> <p>Creative ideas for this topic:</p> <p>Textile: fruit kebabs Printing: with range of vegetables/ fruits Painting: bubble wrap fruit painting Drawing: faces on fruit 3D: bird feeders Digital: food paint projects, purple mash</p>

**Blue 1  
&  
Blue 3  
&  
Blue 4  
  
(Years 5 & 6)**

**Year B**

	<p><u>Roald Dahl</u> Art Focus</p> <p><b>Outcome</b> <b>Painting- choose a character from a Roald Dahl book to recreate in Quentin Blakes style</b> <b>Explore</b> Characters from Roald Dahl stories, Quentin Blakes style of drawing and painting <b>Skill</b> Creating paint wash backgrounds, sketch drawings, colour blocked characters <b>Practise</b> Creating characters using sketch and colour blocking <b>Create</b> A Roald Dahl character in Quentin Blake's style. Use a water wash back ground and colour block for characters <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Colour blocking, water washing, sketching, recreating art from an image <b>Knowledge</b></p>	<p><u>World War 2</u> DT Focus</p> <p><b>Outcome</b> <b>Build and design Anderson Shelter – Plan design shape size</b> <b>Resources materials</b> <b>Use tools correctly to build shelter.</b> <b>Designing</b> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas <b>Making</b> Planning Practical techniques and skills <b>Evaluating</b> Own ideas and products Existing products Key events and individuals <b>Technical knowledge</b> Making products work, building for a purpose, designs based on existing products. <b>Knowledge</b> To know how to use tools and equipment safely.  <a href="#">See Equals document 2.6.1 Shelters for suggested ideas and outcomes</a></p>	<p><u>Vikings &amp; Anglo Saxons</u> DT Focus</p> <p><b>Outcome</b> <b>Making bread</b> <b>Cooking and nutrition</b> Where food comes from. Cooking and nutrition Creating Viking long ships and helmets. <b>Technical knowledge</b> Past and present differences between food and nutrition, how transport of food has changed, styles of transport and armour. <b>Knowledge</b> To know how bread is made. To know how to research and develop a design. <a href="#">See Equals document 2.5.2 Bread for suggested ideas and outcomes</a></p>	<p><u>Scientists &amp; Inventors</u> Art Focus</p> <p><b>Outcome</b> <b>Digital- Create a black and white optical illusion using a computer program</b> <b>Explore</b> Bridget Riley art and optical illusions. Optical illusions that use colour <b>Skill</b> Colour blocking, using a ruler tool, using tools on a computer, recreating art using a computer program, using tools to manipulate work on a computer screen <b>Practise</b> Creating/copying optical illusions <b>Create</b> <b>A digital black and white optical illusion</b> <b>Evaluate</b> Traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Optical illusions, movement through placement, colour blocking, abstract painting, fill effects, ICT manipulation, computer tools <b>Knowledge</b></p>	<p><u>Superheroes</u> Art Focus</p> <p><b>Outcome</b> <b>Drawing and printing to create a self-portrait in the style of Andy Warhol</b> <b>Explore</b> Andy Warhol's work with a focus on portraits. <b>Skill</b> Colour changing, image repetition and manipulation <b>Practise</b> Repeating and changing the colours of an image <b>Create</b> A self-portrait in the Style of Andy Warhol, using repetition and colour changing <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Pop art, repetition, colour, colour palates, portraits, pattern, screen printing <a href="#">See the work of Andy Warhol for artist inspiration for this topic</a> <b>Knowledge</b> To know primary colours and how to mix secondary colours.</p>	<p><u>What Do You Sea?</u> Art Focus</p> <p><b>Outcome</b> <b>3D - A group sculpture of a sea creature using recyclable materials, fill or paint the materials to add colour</b> <b>Use an electrical system in their product e.g. light up eyes.</b> <b>Explore</b> The work of Angela Haseltine Pozzi, reduce, reuse, recycle, 3D sculptures <b>Skill</b> Joining, colouring, building, planning <b>Practise</b> Building smaller models using recyclable materials, adding colour to materials effectively <b>Create</b> A group sculpture of a sea creature using recyclable materials, fill or paint the materials to add colour <b>Evaluate</b> Evaluation of work: traffic lights, faces, what I liked, what I'd change or a star rating Pupil voice to evaluate each other's or another artist's work <b>Technical Knowledge</b> Understanding of form and materials, using tools, joining <b>Knowledge</b></p>
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	<p>To know how to use watercolours to create washes in a painting See the work of Quentin Blake for artist inspiration for this topic</p>			<p>To know how to use a computer programme to create a design. Bridget Riley for artist inspiration for this topic To include the work of Esher to see how he creates an optical allusion.</p>	<p>To know complementary colours. To name colours on the colour wheel. To know how to use colours to create different effects</p>	<p>To know how to add an electrical component to their model. See the work of Angela Haseltine Pozzi for artist inspiration for this topic</p>
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Art & D&T

Whole-school coverage



YEAR A –2022-2023, 2024-2025, 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2 (Years 1 &amp; 2)</b>	<b>Knowing Me</b> creative curriculum	<b>5,4,3,2,1 Blast Off!</b> creative curriculum	<b>Pets</b> creative curriculum	<b>Over the Rainbow</b> creative curriculum	<b>Octopus Garden</b> creative curriculum	<b>Ugly Bug Ball</b> creative curriculum
<b>Red 1 &amp; Red 3  (Years 1 &amp; 2)</b>	<b>Autumn Explorers Art Focus</b> Printing See the work of Andy Goldsworthy for artist inspiration for this topic	<b>Winter Warmers Art Focus</b> Textiles See the work of Jane Jackson for artist inspiration for this topic	<b>To Infinity and Beyond DT Focus</b> Junk modelling – Making a Rocket See Equals documents 1.2.1 Vehicles for suggested ideas and outcomes.	<b>Knight Fever DT Focus</b> Designing and building a castle See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes.	<b>Pirates Art Focus</b> Painting See pirate portraits for inspiration for this topic	<b>The Land of Rhyme Art Focus</b> 3D/Collage See the work of Henri Matisse for artist inspiration for this topic
<b>Yellow 2 (Years 3 &amp; 4)</b>	<b>Planes, trains and automobiles</b> creative curriculum	<b>Let's Celebrate</b> creative curriculum	<b>To the Moon and Back</b> creative curriculum	<b>We're Going to The Zoo</b> creative curriculum	<b>Do You Believe in Magic?</b> creative curriculum	<b>Fun in The Sun</b> creative curriculum
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4  (Years 3 &amp; 4)</b>	<b>Journeys DT Focus</b> Using simple levers and sliding mechanisms that are used to create movements. Using construction kits See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes.	<b>Frozen Planet Art Focus</b> Painting See the work of David Hockney and Alma Thomas for artist inspiration for this topic	<b>Amazing Animals DT Focus</b> Link fruits to Jungle animals and habitats. Fruit and vegetables See Equals document Eat more fruit and vegetables 1.1.3 for suggested ideas and outcomes.	<b>Out of this world Art Focus</b> Drawing See the work of Peter Thorpe for artist inspiration for this topic	<b>Terrific Time Travellers Romans Art Focus</b> 3D See the work of Augusta Savage and Roman bust sculptures for artist inspiration for this topic	<b>Colour, Shimmer &amp; Shine Art Focus</b> Textiles See the work of Frank Bowling for artist inspiration for this topic
<b>Blue 2 (Years 5 &amp; 6)</b>	<b>Journeys</b> creative curriculum	<b>Festivals of Light</b> creative curriculum	<b>Magic Carpet Ride</b> creative curriculum	<b>Amazing Animals</b> creative curriculum	<b>Who Do You Think You Are?</b> creative curriculum	<b>We're All Going on A Summer Holiday</b> creative curriculum
<b>Blue 1 &amp; Blue 3 &amp; Blue 4  (Years 5 &amp; 6)</b>	<b>Egyptians Art Focus</b> Textiles See the work of Khayamiya for artist inspiration for this topic	<b>Lights, Camera, Action! Art Focus</b> Drawing See the work of Mary Blair for artist inspiration for this topic	<b>Space – 5,4,3,2,1 Art Focus</b> Painting See the work of Daniela Schweinsberg for artist inspiration for this topic	<b>Righteous Royals DT Focus</b> Making bread Food focus – Bread See Equals document 2.5.2 for suggested ideas and outcomes	<b>Magic DT Focus</b> Making a puppet theatre See Equals document 2.6.1 – Shelters	<b>Groovy Greeks Art Focus</b> 3D See the work of Greek pot artists and Saskia Janssen for artist inspiration for this topic

YEAR B–2021-2022, 2023-2024, 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2</b> <b>(Years 1 &amp; 2)</b>	<b>Nursery Rhymes</b> creative curriculum	<b>Winter Wonderland</b> creative curriculum	<b>Bucketful of Dinosaurs</b> creative curriculum	<b>'Tickets Please' Transport</b> creative curriculum	<b>Food Glorious Food</b> creative curriculum	<b>Down in the Jungle</b> creative curriculum
<b>Red 1</b> <b>&amp; Red 3</b>  <b>(Years 1 &amp; 2)</b>	<b>Africa</b> <b>Art Focus</b> Drawing/ Digital See the work of Enfant Précoce for artist inspiration for this topic	<b>Celebrations</b> <b>Art Focus</b> Printing See the work of George Seurat for artist inspiration for this topic	<b>Once Upon a Time</b> <b>DT Focus</b> Textile Puppets See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes	<b>The Land Before Time</b> <b>DT Focus</b> Moving dinosaur picture for a book. See Equals document 1.1.1 Moving pictures for suggested ideas and outcomes	<b>Starry Night</b> <b>Art Focus</b> Painting/3D See the work of Van Gogh for artist inspiration for this topic	<b>Under the Sea</b> <b>DT Focus</b> Using tools to change materials – cutting, fixing and shaping See Equals document 1.2.5 Masks for suggested ideas and outcomes
<b>Yellow 2</b> <b>(Years 3 &amp; 4)</b>	<b>Outdoor Adventure</b> creative curriculum	<b>Around the World</b> creative curriculum	<b>Winter Warmers</b> creative curriculum	<b>Growing Up</b> creative curriculum	<b>Teddy Bears' Picnic</b> creative curriculum	<b>Beside the Seaside</b> creative curriculum
<b>Yellow 1</b> <b>&amp; Yellow 3</b> <b>&amp; Yellow 4</b>  <b>(Years 3 &amp; 4)</b>	<b>Happy Healthy Me</b> <b>Art and DT Focus</b> ( <i>linked</i> ) Painting See the work of Georgia O'Keeffe for artist inspiration for this topic Create a fruit kebab See Equals document 1.1.3 and 2.3.2 Sandwich snacks for suggested ideas and outcomes	<b>Victorian Wonderland</b> <b>Art Focus</b> Drawing See the work of LS Lowry for artist inspiration for this topic	<b>Let it Grow</b> <b>Art and DT Focus</b> ( <i>linked</i> ) Printing See the work of Giuseppe Aricmboldo for artist inspiration for this topic Making soup. See Equals document 1.2.7 Picnics for suggested ideas and outcomes.	<b>Chocoholics</b> <b>Art Focus</b> Digital See the work of Piet Mondrian for artist inspiration for this topic	<b>The Great Outdoors</b> <b>DT Focus</b> =Mini models Woodland walk Big build See Equals document 1.1.2 Playgrounds for suggested ideas and outcomes	<b>The Big Top</b> <b>DT focus</b> To design and make a tent Filling and Hemming See Equals document 1.2.4 Josephs coat for suggested ideas and outcomes
<b>Blue 2</b> <b>(Years 5 &amp; 6)</b>	<b>Witches and Wizards</b> creative curriculum	<b>Festivals of Light</b> creative curriculum	<b>The Circus is Coming</b> creative curriculum	<b>How Does Your Garden Grow?</b> creative curriculum	<b>A Pirate Life for Me</b> creative curriculum	<b>Food Glorious Food</b> creative curriculum
<b>Blue 1</b> <b>&amp; Blue 3</b> <b>&amp; Blue 4</b>  <b>(Years 5 &amp; 6)</b>	<b>Roald Dahl</b> <b>Art Focus</b> Painting See the work of Quentin Blake for artist inspiration for this topic	<b>World War 2</b> <b>DT Focus</b> Build and design Anderson Shelter – See Equals document 2.6.1 Shelters for suggested ideas and outcomes	<b>Vikings &amp; Anglo Saxons</b> <b>DT Focus</b> Making bread See Equals document 2.5.2 Bread for suggested ideas and outcomes	<b>Scientists &amp; Inventors</b> <b>Art Focus</b> Digital See the work of Bridget Riley for artist inspiration for this topic	<b>Superheroes</b> <b>Art Focus</b> Drawing/Printing See the work of Andy Warhol for artist inspiration for this topic	<b>What Do You Sea?</b> <b>Art Focus</b> 3D See the work of Angela Haseltine Pozzi for artist inspiration for this topic

## Art Skills Progression

	Textile	Printing	Painting	Drawing	3D	Digital
Red	Running stitch, plain paper weaving, landscape art	Colour mixing, Printing, pattern, pointillism, tracing	Colour mixing, drawing from observation, using water washes, loose brush strokes	Drawing simple shapes, mark making for a purpose, outlines	Cutting, tearing, layering, pattern making	Digital pencil control, making colour choices on a computer
Yellow	Weaving with paper/card, weaving with material strips, blending colours	Printing with different textures, creating a silhouette or image out of prints	Colour mixing, cool palates, simple painting techniques, patterns, observation, creating tone	Blending with chalk, outlining in pen, shading with coloured crayons/pencils, sketching, creating tone with charcoal	Rolling, squeezing, pulling, pinching, carving, smoothing and joining clay	Colour blocking, using a ruler tool, using tools on a computer, recreating art using a computer program
Blue	Running, basting and back stitching. Ext: cross and blanket stitching	Colour changing, image repetition and manipulation	Abstract painting techniques: pouring, scraping, dabbing, stippling Colour blocking, water washing, drawing from an image	Colour mixing and blending techniques with coloured pencils. Use techniques for different purposes e.g. shading, hatching within their own work	Rolling, squeezing, pulling, pinching, carving, smoothing and joining clay. Decorating and painting clay Joining, colouring, building, planning	Colour blocking, using a ruler tool, using tools on a computer, recreating art using a computer program, using tools to manipulate work on a computer screen

## Art Technical Knowledge Progression

	Textile	Printing	Painting	Drawing	3D	Digital
Red	Running stitch, joining, landscapes, weaving	Knowledge of materials, colour mixing, pattern, pointillism, tracing simple outlines	Portraits, features of a face, proportionality, colour mixing	Pattern, outline, 2D shapes	Cutting, joining, repetition, pattern, 3D	Accessing programs for a specific task, adjusting the size and colour of a tool
Yellow	Plain weaving, joining paper, colour blending, primary colours	Knowledge of materials and good printing properties, facial features and structures	Colour palates, colour mixing to make a set pallet, pattern, landscapes, scale	Shading, blending, outlining, creating tone, sketching, colour palates	Understanding form, manipulating and layering clay, using tools	Primary colours, colour blocking, abstract painting, fill effects, ICT manipulation
Blue	Stitching techniques, joining material, pattern, safe use of a needle	Pop art, repetition, colour, colour palates, portraits, pattern, screen printing	Mixing, pouring, scraping, dabbing, stippling and layering techniques, water washing, colour blocking	Line making, tone, form, texture, colour wheels	Understanding form, manipulating and layering clay, using tools and paint to finish a product Understanding of form and materials, using tools, joining	Optical illusions, movement through placement, colour blocking, abstract painting, fill effects, ICT manipulation, computer tools

## D&T Skills and Technical Knowledge Progression

	Design	Make	Cooking and Nutrition	Evaluation
Red	Plan, draw, compose ideas, design	Make, build, combine, join, shape, basic tool work and safety	Likes, dislikes, stir, mix, combine ingredients, cooking for a purpose	Changes, likes, dislikes, differences
Yellow	Plan, prepare, design, compose ideas, suitable materials, market research, development of ideas	Make, build, combine, join, shape, using tools safely, working from a plan, attaching features, using a range of materials, decorating, creating moving parts	Likes, dislikes, unhealthy, healthy, food sources, clean and safe working environments, ingredients, basic cooking and preparation techniques	Changes, likes, dislikes, differences, successful and unsuccessful based on a criteria, modifying, improving
Blue	Plan, prepare, design, compose ideas, suitable materials, market research, development of ideas, prototypes, using labels and annotations, working to a brief, target audiences	Make, build, combine, join, shape, using tools safely, working from a plan, attaching features, using a wide range of materials, decorating, creating moving parts, packaging, moulding, differences in machine- and man-made products	Likes, dislikes, unhealthy, healthy, food sources, clean and safe working environments, ingredients, basic cooking and preparation techniques, balanced and unbalanced diets, dietary needs, cooking for an occasion/purpose	Changes, likes, dislikes, differences, successful and unsuccessful based on a criteria or purpose, modifying, improving, functionality, effectiveness, editing, alter, test and analyse

**Equals SEN schemes of work available:**

Design and Technology Key Stage 1

Design and Technology Key Stage 2

My Art – Semi formal Curriculum (SLD)

My Creativity (SLD)

Hamilton trust schemes of work –

Art

Design and Technology