

Talbot 20-20 Curriculum
Art & DT

In our art, design and technology curriculum, there are **key threads** that run through and across year groups. These threads will be explored across the academic journey of a Talbot Child.

Each thread is underpinned by **key concepts and vocabulary** that will be explicitly taught in Art and DT.

The key threads are detailed below, in addition to the concepts and vocabulary that will be explicitly taught within each year group. There follows an overview organised by academic year group, which lists the area of study, key artists or designers, the key questions, a precis of the unit and the skills and knowledge from the National Curriculum.

The greater detail of the taught curriculum can be found in the individual knowledge organisers for each unit of study.

Key Threads

Research	Skill development	Evaluation & analysis	Opportunities for creative work	Opportunities to plan towards an end product	Exposure to & use of multi-media	Great artists & designers	Clarity of purpose
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Key Concepts & Vocabulary

Year Group	Art	DT
1	Correct use of pencil/brush, pattern, texture , mixing primary colours, awareness of great artists,	Frameworks, strengthening, stiffening, purpose, design, make , use of tools, user, evaluate , research, awareness of great design/designers, nutrition, eatwell plate, models,
2	Correct use of pencil/brush, tint, tone , highlights & shadows, mixing colours with tints & tones, awareness of great artists, still-life	Selecting materials, cutting, finishing , shaping, investigation, use of tools, purpose, design, make, user , textiles, evaluate , research, awareness of great design/designers, nutrition, seasonality, culture, eatwell plate, joining, use of templates
3	Correct use of pencil/brush, hardness of pencil, line, tone, texture, observation , warm/cool and contrasting colours, highlights and shade, light & shadow to create form , landscapes, watercolours, pattern, awareness of great artists	Mechanical systems , levers, linkages, pneumatics, generation of ideas, strengthening, stiffening, purpose, selecting materials, design, make, user, evaluate , research, awareness of great design/designers, nutrition, eatwell plate, textiles, enterprise, customer, models, prototypes, joining,
4	Annotating sketches, light and shadow, tone, texture, shading , hatching, cross hatching, awareness of great artists	Electrical systems, frameworks, strengthening, stiffening, shells structures, purpose, design, make, user, selection of materials, evaluate, research , awareness of great design/designers, nutrition, seasonality, eatwell plate, adaptability , computer aided design (CAD), models,
5	Reflection, shadow, direction of sunlight, differences between natural and artificial light , colour palate based on natural & man made images, properties of paint, textural techniques	Ecological designers, sustainability, recyclable materials, ethical design, frame structures, strengthening, stiffening, purpose, design, make, user, evaluate, research, awareness of great design/designers , nutrition, seasonality, culture, authenticity, adaptability, eatwell plate, models, prototypes .
6	Movement, perspective, shadow, reflection , realism, impressionism, scaling-up, creating images using images from great artists, combining colour, tints & tones, textural techniques , composition	Computing, program, monitor, control, Frame structures, strengthening, stiffening, purpose, design, make , annotate, prototype, models, user, evaluate, research , awareness of great design/designers, nutrition, seasonality, culture, authenticity, adaptability, eatwell plate,

* **Bold type indicates revisited in year / bold & underlined indicates revisited within year.**

Art & DT 20-20 curriculum - Key Stage 1

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

Year 1		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	<p>Castles ART: Drawing</p> <p>Final Outcome: Create a class Bayeux tapestry, portraying a day in the life of Talbot Primary School.</p>	How can we show pattern and texture in our drawings?	<p>Castles Pencil sketches Bayeux Tapestry.</p>	<p>Texture in drawing. Texture in 2-D work is the way we create the idea through drawing and painting of how something might feel. Textures are described by a whole host of adjectives: rough and smooth are two of the most common, but they can be further defined. You might also hear words like coarse, bumpy, rugged, fluffy, lumpy, or pebbly when referring to a rough surface. For smooth surfaces, words like polished, velvety, slick, flat, and even can be used. Pattern in drawing. The Visual Element of Pattern is constructed by repeating or echoing the elements of an artwork to communicate a sense of balance, harmony, contrast, rhythm or movement. There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern. Both natural and man-made patterns can be regular or irregular, organic or geometric, structural or decorative, positive or negative and repeating or random.</p> <p>Develop the skill of looking closely at an object and depicting what seen. - Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children's sketchbooks. Drawing Texture tips: https://www.youtube.com/watch?v=S3DCx0TzNRw</p> <p>Drawing tips: https://www.youtube.com/watch?v=cTO3F-G0ga8</p>
NC Art - Skills, Matters & Processes. Core Knowledge		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		
Aut 2	<p>Festivals ART: Painting</p> <p>Final Outcome: Mix colours to paint a self-portrait and a painting in the style of Robert Delaunay's rhythm Joie de Vivre</p>	What are primary colours, how can we mix them to make secondary colours?	<p>Matisse – The Snail Kandinsky – Circles Alexei Von Jawlensky – Schokko Robert Delaunay - Rythme – Joie de Vivre.</p>	<p>Mixing Primary colours to make secondary colours. Using a paint brush appropriately, only put paint on the tip of your brush, wash the brush in between mixes, refrain from muddying the colours. Use a variety of tools to spread paint, reflect on the children's key learning from reception. Colour mixing, primary colours, explore the 3 colours until they discover how to make, orange, green and purple. Children make a colour wheel, ensure lines are neat. Explore use of bold primary and secondary colours by looking at key pieces by identified artists. Use artists and artwork as stimulus for children to create paintings using the skills, they have learnt with bold colour choices.</p>
NC Art - Skills, Matters & Processes. Core Knowledge		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, crafts makers and designers, describing the differences between different practices and disciplines, and making links to their own work.		
Spr 1	<p>Africa ART: Printing</p> <p>Final Outcome: Print of an African mask</p>	What is printing and how can I use it to create images?	<p>Kente Cloth (See PowerPoint) Images of African masks</p>	<p>Key Skills: Creating Patterns. Developing impressed images. Relief printing (Relief printing is a family of printing methods where a printing block, plate or matrix that has had ink applied to its surface, but not to any recessed areas, is brought into contact with paper.) The children will experiment with creating patterns using African colour combinations and be taught how to use equipment appropriately: Dip trays; Paint brushes; Rollers.</p>
NC Art - Skills, Matters & Processes. Core Knowledge		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials, creatively to design and make products.		
Spr 2	<p>AFC Bournemouth DT: Freestanding structures – Stadiums</p>	How can I make a structure strong enough to stand up by itself?	<p>Architects who have built iconic stadia around the world e.g. Beijing National Stadium - Herzog & de Meuron. Or Wembley Stadium – Foster & Partners.</p>	<p>Design, make and evaluate a model of a new stadium for AFCB - Investigate a range of free standing structures, around school and the wider community. Identify basic features such as wall, towers, frames, base, joint, etc. as well as the materials used. Draw or take photographs of these structures – label features. Move on to building and exploring a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks. Move on to folding, joining and rolling paper and card to create freestanding structures. Research different stadia from around the world – identify its purpose and basic features as before. Use these ideas to generate own plans for a model of a new stadium for AFC Bournemouth. The children will have visited the current AFCB stadium so will have first-hand experience.</p> <p>https://www.sportsmanagementdegreehub.com/the-30-most-architecturally-impressive-sports-stadiums-in-the-world/</p>
NC DT - Skills, Matters & Processes. Core Knowledge		- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. - To build structures, exploring how they can be made stronger, stiffer and more stable.		

Year 1		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	Under the Sea ART: 3D Modelling DT Link – structures Final outcome: Reuse plastic waste to make a sea creature	How can we create artwork, using items of waste, which raises awareness of environmental issues?	Link to Eco thread in Geography unit. Highlight examples of art using recycled materials.	Key skills: using materials to make known objects for a purpose. Clay work – pinch, roll and coil, slab. Children given opportunities to develop clay techniques, through making 3D sea creatures, and tile work based on slab technique. Extend to use scratching to add texture. Link to Geography work on the threat of plastic to ocean wildlife. Discuss ways in which to use this plastic waste to create a variety of sea creatures and seascapes in order to reinforce the message of the need to take action to protect the oceans.
NC Art - Skills, Matters & Processes. Core Knowledge		- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		
Sum 2	Heath & Harbour DT: Food – preparing fruit and vegetables: picnics * Allergies check required	What healthy food can I make that is perfect for a picnic?	Focus on well-known chefs/cooks that promote healthy eating – e.g. Jamie Oliver, Hugh Fearnley-Whittingstall	Design, make and evaluate a range of food items for a class picnic on the Heath Examine a range of fruit and vegetables, providing opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. Provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing. Discuss picnics and what qualities the items we take should have – e.g. easy to carry, not messy, good for us, tasty – prepare a range of simple savoury, fruit and veg based picnic snacks, building towards items for their class picnic on the heath. Evaluate the food they make against the agreed criteria. https://letsgetcooking.org.uk/lets-get-cooking-at-home/
NC DT - Skills, Matters & Processes Core Knowledge		- To design purposeful, functional, appealing products for themselves and other users based on design criteria. - To select from and use arrange of tools and equipment to perform practical task (e.g. cutting, shaping, joining and finishing). - To explore and evaluate a range of existing products. C&N 1) To use the basic principles of a healthy and varied diet to prepare dishes. C&N 2) To understand where food comes from.		

Year 1 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year One

ART	DT
Vocabulary: <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: texture, pattern, primary colours, secondary colours, self-portrait, relief printing, printing block, pinching, coiling, rolling, slabs, images Drawing: <ul style="list-style-type: none"> Know how to look closely at an object or image and represent what is seen when drawing Painting: <ul style="list-style-type: none"> Know how to mix primary colours to make secondary colours Know how to mix colours matched to artist paintings they are studying Know how to use a brush respectfully and appropriately 3-D: <ul style="list-style-type: none"> Know how to create clay pieces using pinching, rolling, coiling and slabbing Know how to join 3-D works so that they remain in one piece Know how to create a representational sea creature out of waste materials Printing: <ul style="list-style-type: none"> Know how to use a roller, dip/ink tray, Styrofoam when printing Know how to reflect on African art colour, pattern and form and use it in their prints 	Vocabulary: <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: cut, fold, join, structure, wall, tower, weak, strong, base, top, underneath, side, edge, corner, straight, curved, metal, wood, plastic, design, make, evaluate, fruit and vegetable names, sensory vocabulary e.g. soft, juicy, crunchy, peel, grate, cut, squeeze. Freestanding structures: <ul style="list-style-type: none"> Know how to generate ideas based on simple design criteria and their own experiences, explaining what they could make. Know how to build and explore a variety of freestanding structures using construction kits. Know how to fold, join and roll paper and card to create freestanding structures Food & nutrition: <ul style="list-style-type: none"> Handle, smell and taste fruit and vegetables to be able to describe them through talking and drawing. Know how to carry out basic food-processing skills such as washing, grating, peeling, slicing, squeezing.

Art & DT 20-20 curriculum KS1

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

Year 2		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	<p>Great Fire of London ART: Drawing</p> <p>Final Outcome: A still life using tone that clearly represents what you see.</p>	How can we draw representational sketches by looking closely and using tone to create light and shade?	<p>Floris van Dyck Floris van Schooten Artwork from 1600s</p> <p>Still Life compositions</p>	<p>Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will a range of tones in between the highlights and shadows. Shading is used to capture these different tones in a drawing. N.B. This unit focuses on developing drawing skills by creating still life drawings. The focus is food relating to the 1600's. Many artists created paintings of expensive, luxurious foods and a sign of wealth. Most people ate bread, cheese and pastry dishes. Fresh fruit, vegetables and water were considered unhealthy. 2. Develop the skill of looking closely at an object and depicting what seen. Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children's sketchbooks and annotated and dated.</p> <p>Pencil grades: https://www.youtube.com/watch?v=3wkdND-56x0 Line and Wash: https://www.youtube.com/watch?v=3wkdND-56x0</p>
NC Art - Skills, Matters & Processes. Core Knowledge		<p>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>		
Aut 2	<p>Icy Lands ART: Painting</p> <p>Final Outcome: An icy land painting in cool colours influenced by Paul Klee.</p>	How can I use tints, tones and warm and cool colours in my paintings, like Paul Klee?	<p>Paul Klee- Senecio, Paul Klee – Sinbad the Sailor</p>	<p>Reflect on learning in Year One, discuss paintings used, how do we mix primary colours, and the correct use of a brush. New - Tints, Tones, Warm and cool colours - Revising colour mixing before introducing new key concepts: Add white to make tints and add black (grey) to make tones. Investigate artists who have used warm and cool colours and tints/tones to create an effect. Children will draw and paint a sea creature using cool colours inspired by Paul Klee.</p>
NC Art - Skills, Matters & Processes. Core Knowledge		<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, crafts makers and designers, describing the differences between different practices and disciplines, and making links to their own work.</p>		
Spr 1	<p>Pirates DT: Construction–Boats Materials cutting, shaping, finishing</p>	What are the best materials to make a boat?	<p>Images of pirate ships Images of other boats with differing designs such as catamaran Variety of materials</p>	<p>Design, make and evaluate a model pirate ship for a sea battle Link to science and properties of materials. Show pictures of boats, including those used by the pirates they have studied. What do they have in common? What are the differences? Investigate what are the features of a boat e.g. hull, sail, mast, rudder, etc. Consider which materials will be most effective? What qualities do they need to possess? Waterproof, buoyancy, strong, light, etc. Provide opportunities for pupils to investigate the suitability of a range of materials. Model how to make a simple boat, using a thin polystyrene base, foam cube, wooden skewer and a strip of paper or card. During the process, model the safe use of tools which may include a hacksaw, scissors, glue gun (ensure H&S concerns are addressed). Children work in groups to create their own boats. Allow opportunities to design own proto-types, using their knowledge of materials and how a boat floats/moves. Use swimming pool to evaluate boats for effectiveness.</p>
NC DT - Skills, Matters & Processes. Core Knowledge		<p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria</p>		
Spr 2	<p>Islands ART: 3D Landscape DT Link – structures</p> <p>Final outcome: Collaboratively create a unique large scale 3-D island from mixed media with fine detail and realistic colours?</p>	What skills do you need to create a large-scale, unique, collaborative piece of art?	<p>Images of islands Man made and natural forms. Clay Paper Mache</p> <p>Visit to AUB</p>	<p>Key Skills and processes: Use of Mod roc – Large scale construction of an island. Fine details, boats, trees and people Awareness of natural and man-made forms. Children investigate creating 3-d islands before creating a design using their sketch books. Ensure they are exposed to natural and man-made islands. Extend from Year 1 clay work to create a small scale island from clay using pinch, slab and coil methods. Also joining by scratching, moisten and merge. Visit AUB architecture department to look closely at how the students make their models so realistic, using people, trees, fences, greenery etc and the materials used to make them. Teacher demonstrates how to create a model using paper-maché. Children make own island in groups and then embellish with fine details such as greenery, people, boats and rocks. Teachers model how to make these smaller details using fabric & PVA glue to shape into vegetation, using plasticine to make a figure of an appropriate size.</p>
NC Art - Skills, Matters & Processes. NC Art - Core Knowledge		<p>- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		

Year 2		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	Around the World DT: Textiles – Templates and joining techniques: Flags	How could we create a Talbot Primary School flag?	Variety of flags (for analysis) Make use of the flags of the countries studied.	Design, make and evaluate a flag to represent Talbot Primary School Investigate and evaluate existing flags, explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used. Demonstrate: correct use of appropriate tools to mark out, tape or pin fabric to templates or paper patterns and cut out the relevant fabric pieces for the flag; appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique. Demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing. Ask children to generate a range of ideas for a Talbot flag - What will it be made from? What size will it be? How will it be joined and finished? Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. ICT could be used for symmetry and pattern ideas. Choose one idea to follow through. Evaluate ongoing work and the final products against the intended purpose and with the intended user, draw on design criteria previously agreed.
NC DT - Skills, Matters & Processes. Core Knowledge		- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Evaluate their ideas and products against design criteria		
Sum 2	Around the World DT: Food – preparing fruit and vegetables: stir fry * Allergies check required	How do people in different countries create meals using fruit and vegetables?	Simple recipes using fruit or vegetables (from other countries)	Design, make and evaluate savoury dishes using fruit and vegetables. Recap on work from Year One where pupils explored fruits and vegetables. Recap on the food items themselves and some of the key processing skills, such as washing, peeling, grating, slicing, etc. Introduce more unusual fruits and vegetables from around the world (discuss seasonality) and allow pupils the chance to explore the taste, texture etc. Talk about the increasing importance of a plant based diet in terms of the increasing population needs and the availability of cheap staples such as rice, corn and pasta. Discuss healthy eating advice, including eating more fruit and vegetables; using the 'eatwell' plate model talk about the importance of fruit and vegetables in our balanced diet. Children experience a range of predominantly savoury dishes from around the world, using their processing skills to contribute to the preparation of them. Children given the opportunity to plan a class banquet, innovating on the dishes they have tried. Stir-frys, Spanish style tortillas, soups and slaws could be created.
NC DT - Skills, Matters & Processes. Core Knowledge		a) To design purposeful, functional, appealing products for themselves and other users based on design criteria. c) - To select from and use arrange of tools and equipment to perform practical task (e.g. cutting, shaping, joining and finishing). e) To explore and evaluate a range of existing products. C&N 1) To use the basic principles of a healthy and varied diet to prepare dishes. C&N 2) To understand where food comes from.		

Year 2 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Two

ART	DT
<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: tone, highlights, shadows, still-life, pencil hardness, tints, tones, warm and cool colours, mod-roc, three-dimensional, natural, man-made, line and wash, mixed-media, fine detail, realistic <p>Drawing:</p> <ul style="list-style-type: none"> Know how to look closely at an object or image and represent what is seen when drawing Know that tones show variation in lightness and darkness of colour/graphite Know that pencils come in a range of hardness and can create different tones <p>Painting:</p> <ul style="list-style-type: none"> Know how to mix white to a colour to make tints, and black to a colour to make tones Know how to recognise and use warm and cool colours in a painting <p>3-D:</p> <ul style="list-style-type: none"> Know how to join clay pieces using scratch, moisten and merge Know how to work collaboratively to create art Know how to embellish and refine work with fine detail 	<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: sew, stitch, staple, glue, mast, sail, keel, hull, rudder, template, join, decorate, finish, design criteria, purpose, function, names of equipment and utensils, sweet, sticky, smooth, sharp, crisp, sour, skin, pip, core, healthy diet, ingredients <p>Construction:</p> <ul style="list-style-type: none"> Know the basic features of a boat e.g. hull, sail, mast, rudder, etc. Select materials which are the most effective for the purpose. Know how to use tools and utensils safely, including hacksaws, scissors and glue guns <p>Textiles:</p> <ul style="list-style-type: none"> Know how to mark out, tape or pin fabric to templates and cut out the relevant fabric pieces Know and be able to use a range of joining techniques e.g. running stitch, stapling, lacing and gluing <p>Food and Nutrition:</p> <ul style="list-style-type: none"> Know and understand the concept of healthy eating and be familiar with the 'Eatwell Plate' Know how to prepare fruit and vegetables for cooking Know how to carry out basic cooking techniques such as frying, boiling, baking, etc.

Art & DT 20/20 curriculum – KS2

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

All units: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Year 3		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	Stone Age ART: Drawing Final Outcome: Draw a large scale animal, based on drawings from the Grotte Chauvet, over a textured paint effect.	How can you use pencils with different hardness to create different effects in drawing?	Grotte Chauvet – France Cave drawings Feathers	Drawing – Focus on the cave drawings. How do they capture the essence of their subject matter? How do they suggest movement? 1. Use pencils with a different degree of hardness to show line, tone and texture 2. Sketch lightly 3. Develop the skill of looking closely at an object and depicting what seen. Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children’s sketchbooks and annotated and dated. Grotte Chauvet – France Cave drawings - https://youtu.be/ZjejoT1gFOc and http://www.bradshawfoundation.com/chauvet/chauvet_cave_paintings.php
NC Art - Skills, Matters & Processes. Core Knowledge		- To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material		
Aut 2	Paint application ART: Painting Final Outcome: Create a representational or abstract painting using a mixture of shapes, textures, patterns & lines	What different styles of paint application do artists use to create their paintings, can you use them in your own painting?	Georges Seurat Jackson Pollock Ustad Mansur – Zebra Lee Krasner - Composition	Key Skills and concepts: Mixing a wider range of colours effectively; Shape; Texture; Pattern & Line. Children will re-cap on prior learning. Esp. colour mixing, primary colours, tones and tints. How to use a brush properly. They will be taught how to use light and shadow to create form (tints & tones make flat objects appear 3 dimensional). Artwork studied, particularly of an abstract nature, where shapes are used to create a basic composition. Similar process to study use of texture by key artists, as well as looking at artists who use pattern and finally line. Children given opportunities to create their own compositions, inspired by the artwork shared and techniques practised. End product – Children create an abstract painting of their own using a mixture of shapes, texture, pattern and lines. Can draw on styles of artists studied for inspiration.
NC Art - Skills, Matters & Processes. Core Knowledge		To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay. About great artists, architects and designers in history.		
Spr 1	Italy – clay vessels ART: 3D ceramics; Final outcome: Build two clay vessels, one using pinch method and one using coil method, decorated with textures and patterns in the style of Italian Renaissance.	How can I apply my knowledge of working with clay to create a vessel in the style of the Italian Renaissance?	Clay Examples of clay vessels Examples of Scrafitto Examples of Italian renaissance style	Key skills and processes: Shape, form model and join. Observation and imagination. Design and create your own vessel. Decorative techniques, replicate pattern and texture. Discuss and evaluate your own work. Children begin by copying vessels using techniques practised in Year 1 & 2 before going on to design their own. Pupils study the Italian Renaissance style and use these features in their own designs. Pinch pot method used to make a further vessel which is then decorated using the scrafitto method. Both vessels painted using acrylics before being sealed with varnish. Children have opportunity to evaluate throughout and after they have completed final products.
NC Art - Skills, Matters & Processes. Core Knowledge		- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		
Spr 2	Volcanoes DT: Mechanical Systems – Levers and linkages; books	How can I use mechanical systems to enhance an information book?	Examples of pop-up & interactive books. Key geographical knowledge will be required in order to apply to the book.	Design, make and evaluate interactive pages for a book about volcanoes. Children investigate, analyse and evaluate books which have a range of lever and linkage mechanisms. Demonstrate a range mechanisms using prepared teaching aids. Use questions to develop understanding e.g. <i>Which card strip is the lever? Which card strip is acting as the linkage? Which part of the system is the input and which part the output? What does the type of movement remind you of? Which are the fixed pivots, and which are the loose pivots?</i> Show correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. Discuss the purpose of the pages they will be designing and making and the audience (Y3 children). Pupils generate a range of ideas, encouraging creative responses. Agree on design criteria. Use annotated sketches and prototypes to develop, model and communicate their ideas. Ask children to consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Evaluate final products.
NC DT - Skills, Matters & Processes. Core Knowledge		- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Investigate and analyse a range of existing products. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		

Year 3		Key Concepts	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	Enterprise Project DT: Pneumatics	How can I use pneumatics to create a product that is appealing to younger children?	Examples of pneumatic systems and products Toys or moving items that incorporate balloons, syringes or pumps	Design, make and evaluate a moving toy for a younger child (sibling) to try and generate funds for their class. Investigate, analyse and evaluate familiar objects that use air to make them work e.g. bicycle pump, balloon, inflatable swimming aids, foot pump for inflating an air bed. <i>What does the air do? How has it been used in the design of these products? How can air be used to move heavy objects? Demonstrate how to assemble the systems using syringes, tubing, balloons and plastic bottles. Introduce ways in which pneumatic systems can be used to operate levers. Provide materials and ask pupils to try out and draw the three systems they've been shown. Pupils generate a range of ideas based on agreed design criteria. Using annotated sketches and prototypes, children develop, model and communicate their ideas. Ask children to consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Evaluate final products drawing on the design criteria previously agreed.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Understand and use mechanical systems in their products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		
Sum 2	South Africa DT: Textiles & Printing – 2D shape to 3D product; purses	How can I make a product that is attractive and practical?	Examples of purses / moneyholders African themed printed materials Pupils own African themed printed materials.	Design, create and evaluate an African print themed money holder/purse for an adult. Investigate a range of purses that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, considering changes made in textile production and products e.g. the invention of zips and Velcro. Give opportunities to disassemble purses to gain an understanding of 3-D shape, patterns and seam allowances. Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, including the use of, and need for, seam allowances. Use a textile product that has been taken apart to create a paper pattern using 2-D shapes. If time allows pupils could use printing to create their own African themed fabric. Ask children to sketch and annotate a range of possible ideas, constantly encouraging creative thinking. Produce mock-ups and prototypes of their chosen purse. Plan main stages of making purse using a flowchart or storyboard. Assemble purses using their existing knowledge, skills and understanding from IEAs and FTs. Encourage children to think about the aesthetics and quality finish of their product.
NC DT - Skills, Matters & Processes. Core Knowledge		- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities. - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		

Year 3 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Three

ART	DT
<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: hardness, line, tone, texture, sketch lightly, movement, shape and pattern, light and shadow, composition, abstract, representational, shape, pattern, texture, line, pinching, coiling, sgraffito, decorate, vessel, acrylics, pointillism <p>Drawing:</p> <ul style="list-style-type: none"> Know how to look closely at an object or image and represent what is seen when drawing Know how to show movement in their drawing Know how to sketch lightly Know how to use pencils with a different degree of hardness to show, line, tone and texture. <p>Painting:</p> <ul style="list-style-type: none"> Know the difference between representational and abstract art Know, understand and use shape, texture, lines and pattern in paint <p>3-D:</p> <ul style="list-style-type: none"> Know how to join clay pieces using scratch, moisten and merge created using pinching and coiling Know how to decorate clay pieces using sgraffito and acrylics Understand how Italian renaissance can influence the design of your pieces 	<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: mechanism, lever, linkage, pivot, slot, bridge, guide, system, linear, rotary, user, purpose, function, prototype, design criteria, tubing, syringe, plunger, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating, 2D, 3D, zip, Velcro, pattern, sew, stitch, seam, allowance. <p>Mechanical Systems:</p> <ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. To be able to investigate and analyse books, videos and products with lever linkages or pneumatic mechanisms. To be able to select and use appropriate tools with some accuracy to cut, shape and join paper and card. To know how to generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. <p>Textiles:</p> <ul style="list-style-type: none"> To be able to investigate a range of purses that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. To know how to produce mock-ups and prototypes of their chosen purse. To be able to sew two small pieces of fabric together, including the use of seam allowances.

Art & DT 20/20 curriculum – KS2

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

All units: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Year 4		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	Ancient Egypt ART: Drawing Final Outcome: Sketch book reflects a development of drawing skills over time that show representation sketches using shading, hardness and hatching techniques.	How can you use hatching and cross hatching to show tone and texture in your observational sketches?	Egyptian Art & Artefacts Raphael Rembrandt	Drawing – Hatching, cross hatching, shading to show light and shadow. Experimentation with different hardness's of pencils and different shading techniques to produce a range of effects. Annotate sketches to explain elaborate ideas. Use shading to show light and shadow . Use hatching and cross hatching to show tone and texture . Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children's sketchbooks and annotated and dated. Start Collecting magazines as early as possible. NB Think Austin's Butterfly to hone drawing skill https://vimeo.com/38247060 Final Outcome: Sketch book reflects a development of drawing skills over time that show representation sketches using shading, hardness and hatching techniques.
NC Art - Skills, Matters & Processes. Core Knowledge		- To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material		
Aut 2	Ancient Egypt DT: Electrical systems – simple circuits and switches: torches	How can I make a torch that can be operated without having to hold it?	Variety of battery operated products. Variety of torches	Design, create and evaluate a hands-free torch for an explorer. Discuss, investigate and, where practical, disassemble different examples of relevant battery-powered products, e.g. <i>Where and why they are used? How does the product work? What are its key features and components? How does the switch work? Is the product manually controlled or controlled by a computer? What materials have been used and why? How is it suited to its intended user and purpose? Recap how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers. Pupils make a variety of switches using simple materials e.g. card, aluminium foil, paper fasteners and paper clips. Explain brief and agree design criteria together. Ask the children to consider the main stages in making and testing before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Evaluate throughout and the final products against the intended purpose and intended user, drawing on the design criteria previously agreed.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		
Spr 1	Tudors ART: Painting Final Outcome: Paint your own large scale water colour replica of a Tudor portrait.	Should a portrait always tell the truth?	J.M.W. Turner William Blake Georgia O'Keeffe John Singer Sargent Paul Klee Andrew Wyeth	Key skills and concepts: Using watercolours, blocks and tubes; Creating washes; Landscape painting. Please note; ensure an opportunity to sketch and take photos of and in a landscape is taken on a school trip. These records can then be used in the SOW. Re-cap prior learning and warm and cool colours. Introduce the concept of contrasting colours. Introduce watercolours, there are two types. Tubes and blocks. Explore using the paint thickly or as thinly as possible using water. Study Tudor portraiture, Painters we commissioned to paint likenesses. Many were very flattering as the artist did not want to offend the monarchs. Children will select a Tudor figure to produce a watercolour portrait for. Final Outcome: Paint your own large scale water colour replica of a Tudor portrait.
NC Art - Skills, Matters & Processes. Core Knowledge		- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - About great artists, architects and designers in history.		
Spr 2	Tudors DT: Food – Healthy & varied diet * Allergies check required	Why was the Tudor diet unhealthy and how could I improve it?	Information on Tudor diet Eatwell plate Healthier alternative recipes.	Design, make and evaluate healthy alternatives to the typical Tudor meal. Pupils investigate the Tudor diet and evaluate the lack of nutrition in preferred dishes of the time Link to the principles of a varied and healthy diet using <i>The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre? Children investigate alternatives that are more nutritionally balanced. Pupils work on creating these healthier elements in focussed tasks. Pupils learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. In groups and as a class, plan, prepare and evaluate a healthy banquet for the Tudors.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		

Year 4		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	Smugglers DT: Shell structures using CAD – boxes & hidden compartments	How can I create a container with a hidden compartment?	Examples of boxes, packaging, containers made up of 2D nets. Boxes with hidden compartments useful (but not essential)	Design, make and evaluate a box with a hidden compartment that could be used by a smuggler to conceal their contraband. Investigate different shell structures including packaging – Ask: <i>What is the purpose of the shell structure – protecting, containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What size/shape/colour is it? How attractive is the design? Children take a small package apart identifying and discussing parts of a net including the tabs e.g. How are different faces of the package arranged? How are the tabs used to join the ‘free’ edges of the net? Demonstrate simple drawing software such as Publisher, Paint or Word. Ask children to explore the interface and drawing tools to practise drawing and manipulating shapes such as rectangles, squares, ellipses, trapezoids and triangles to make own nets. Discuss how to include hidden compartments. Demonstrate ways in which to do this e.g. false bottoms, sliding lids to secret compartment etc. Children use their prepared nets and select materials to use to construct their container. Evaluate throughout and the final products against the intended purpose, drawing on the design criteria previously agreed.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Investigate and analyse a range of existing products		
Sum 2	Rainforests ART: Printing Final outcome: (1) A pattern influenced by Kente Cloth (2) An African mask using relief printing	How can I create artwork using pattern inspired by nature?	Michael Klimek photographer (PowerPoint Man V Nature) David Hockney Images of rainforest and tropical foliage for inspiration.	Revise previous skills learnt: Block printing, relief printing, rubbings. Explore pattern - There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern . Pupils will use sketch books: for recording textures and patterns to design a simple print using marker pens which combine man-made and natural patterns. Then colour. Children will progress to creating a relief print using Styrofoam. Explore rainforest foliage, the shapes and forms combine rainforest foliage images from PowerPoint or real tropical leaves. The organic shapes and patterns in the foliage will be the inspiration for their own designs to create the relief print.
NC Art - Skills, Matters & Processes. Core Knowledge		To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.		

Year 4 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Four

ART	DT
<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: hatching, cross hatching, shading, light, shadow, hardness, tone and texture, watercolour, washes, landscape, thickly, thinly, merging, resist, portrait, replicate, block print, relief print, rubbings, pattern, texture, natural, man-made, Styrofoam, rainforest, foliage, organic, overlay, colour mix <p>Drawing:</p> <ul style="list-style-type: none"> Know how to use shading to show light and shadow Know how to create texture and tone using hatching and cross-hatching <p>Painting:</p> <ul style="list-style-type: none"> Know and recognise a painting created using watercolour Know, understand and use a variety of water colour techniques to different effects on paper Know how to replicate a Tudor portrait <p>Printing:</p> <ul style="list-style-type: none"> Know how to create a print using relief printing on Styrofoam Know and understand that by printing different coloured blocks over each other you can create new colours. Know and understand how to create images inspired by nature. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: series circuit, fault, connection, switch, battery, holder, bulb, wire, insulator, conductor, crocodile clip, innovative, texture, taste, spicy, moist, fresh, savoury, hygienic, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, shell structure, (3-D) shape, net, scoring, shaping, tabs, adhesives, assemble. <p>Electrical Systems:</p> <ul style="list-style-type: none"> To be able to generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. To understand and use electrical systems in their products, such as series circuits incorporating switches and bulbs. <p>Nutrition & Food:</p> <ul style="list-style-type: none"> To be able to plan the main stages of a recipe, listing ingredients, utensils and equipment. Know how to use appropriate equipment and utensils to prepare and combine food. Know about fresh and processed ingredients and whether they are grown, reared or caught. <p>Shell structures:</p> <ul style="list-style-type: none"> To be able to select and use appropriate tools to measure, mark out, cut, score, shape and assemble. To be able to test and evaluate their own products against design criteria, the intended user and purpose

Art & DT 20/20 curriculum – KS2

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

All units: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Year 5		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	Mayans ART: Drawing Final Outcome: Create a large scale (A3) sketch using one or more of the elements shadow, direction of light and/or reflection.	How do artists use light and shade (shadow), light direction and reflection in their work?	Georges Seurat: Le Grands Jatte Gustave Caillebotte: Rainy Day Gerritt Dou – Woman with a candle Degas – Ballet stage series Claude Monet – Regatta at Argenteuil Kathryn Mapes Turner Images of Mayan Temples	Drawing – Mayans - Use a variety of technique to add interesting effects (e.g. reflection, shadows, direction of sunlight). Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children's sketchbooks and annotated and dated. At this point children should be taking the opportunity to draw anything and everything that they see. Encourage them to sketch and collect their drawings in their sketch books. Focus on light (differences between artificial and natural, differences in natural light throughout the day and how to represent these different modes of light and shade using the pencil and the skills practised.
NC Art - Skills, Matters & Processes. Core Knowledge		- To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material		
Aut 2	Global Warming DT: Textiles – Ecological designers – reusable shopping bag	How do designers create products that are sustainable, ethically sound and fit for purpose?	Selection of shopping bags. Examples of ethical design Examples of design using recyclable materials. Visit to the product museum at Bournemouth Arts University to look at plastic products and sustainability, ethical design etc.	Design, make and evaluate a reusable shopping bag with an environmental message (using recyclable materials if possible). Investigate work by designers and their impact on fabrics and products. Use questions to develop understanding e.g. <i>Is the product functional or decorative? Who would use this product? What is its purpose? What design decisions have been made? Do the textiles used match the intended purpose? How has it been made? What has been used to enhance the appearance? Is the design innovative? Children investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles. Develop skills of 2-D paper pattern making using CAD and create a 3-D paper or Dipryl mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam allowance and use different cutting techniques. Agree design brief, plan and design their own shopping bag. Evaluate throughout.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Understand how key events and individuals in design and technology have helped shape the world. - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
Spr 1	ART: Printing (bags). Final Outcome: (1) Print a Triptych of three different collagraphs in the same colour. (2) Screen print an image onto a canvas bag in the style of Andy Warhol.	How did Andy Warhol influence our collagraph and screen print designs?	AUB visit Andy Warhol – screen printing	Key Skills and processes: Collagraphy. Screen printing images onto the bags they produced in DT unit earlier in the year. Visit AUB to take note of printing techniques and how they design images. Introduce Collagraphs: Designing blocks and then creating own blocks using string and/or cardboard. Pupils print a series of 3 prints, in the same colour then experiment, printing blocks that overlap and create interesting images that overlap and colour mix. Then advance to designing and creating a screen print, with an ecological theme to print on their canvas bags. Initially with one mono-colour, the create a more advanced image using no more than two colours. Experiment with next overlay screen print, if desired or if time permits.
NC Art - Skills, Matters & Processes. Core Knowledge		- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay. - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - About great artists, architects and designers in history.		
Spr 2	USA . DT: Food - Culture & Seasonality (Soul Food Café) * Allergies check required	How can we provide an authentic culinary experience for our parents, which represents the cuisine of the USA?	History of USA dishes Recipes for dishes such as gumbo, jambalaya, corn bread, etc.	Design, make and evaluate a range of dishes from American cuisine that reflect the culture and can be put together to form a menu for the Soul Food Café event. Learn about staple ingredients and popular dishes from the cuisine of the south of the USA. Discuss why they were important to the people working long hours for little money. Look at importance of spice and influence from other nations (homelands of many slaves). Prepare a range of dishes discussing the provenance, seasonality and ways in which we could adapt them today to match the availability of seasonal ingredients here and/or to make them healthier, suitable for vegetarians etc. Decide on menu for soul food event. Work in small groups to use food processing skills to prepare sufficient food for the parent event. Serve dishes and use feedback from parents to evaluate the success of each dish.
NC DT - Skills, Matters & Processes. Core Knowledge		- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		

Year 5		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	Civil War DT: Frame Structures Castles	Which framework will provide the strongest structure?	Corfe Castle visit Examples of castles (including Portchester castle) Diagrams and photos of key features of castles	Design, make and evaluate a free-standing model of a castle, which includes the key features of those studied. Children investigate and make annotated drawings of a range castles. Use photographs and web-based research e.g. <i>How well does it meet users' need and purposes? Why were materials chosen? What methods of construction were used? How has it been strengthened, reinforced or stiffened? How does the shape of affect its strength? When was it made? Who made it? Where was it made? – refer to ruins such as Corfe Castle and reflect on why the structure did not survive. Use a construction kit of plastic strips and paper fasteners to build 2-D frameworks. Compare strength of square frameworks with triangular frameworks. Ask pupils to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. Demonstrate accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. Children work in groups to design the framework for a castle that will be strong and secure based on their research. Using the techniques shown they construct and strengthen their frameworks using materials they have selected, before cladding them in suitable finishing materials and adding additional features. (Motte & Bailey castles may require paper mache or mod roc elements) Evaluate throughout and after completion using the agreed design criteria.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		
Sum 2	Jurassic Coast ART: Painting Final Outcome: Create a representational landscape painting using water colour paint and the effective use of textural techniques	How can you represent the colours of the natural or built world when painting a landscape?	Van Gough – Wheatfield Jackson Pollock Jurassic Coast landscapes: Tina Hiles, Caz Scott, Laura Adkins, Judith Ryde	Key skills and concepts: Colour pallets created from the natural or built world; Texture – thin, thin, course and smooth, splatter, dragging and combing; Landscape painting. Please note; ensure an opportunity to sketch and take photos of and in a landscape is taken on a school trip. These records can then be used in the SOW. Re-cap prior learning. Paint a picture from a photograph that shows prior learning, use contrasting colours. Create a colour palette based on colours observed in the natural or built world - look at the difference in colours between natural objects and built elements of the landscape, reflect this in colour samples. Undertake a field trip: Sketching in the landscape - observe from nature and draw brief sketches that can be used later.
NC Art - Skills, Matters & Processes. Core Knowledge		To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Year 5 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Five				
ART			DT	
Vocabulary: <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: reflection, shadows, direction of light, artificial, natural, annotate, shading with pressure, hatching, cross-hatching, light and shadow, tone and texture, blending and smudging, stippling, reflections, natural light, sun direction, contrast, artificial light, colour palette, natural and built world, landscape, thick paint(impasto), expressionist, emotional response, watercolour blowing, line and wash, pointillism, dragging, wax resist, splatter, block out, flicking, observe from nature, textural techniques, composition, collagraph, collage, mono-print, triptych, screen print, organza, scree, overlay Drawing: <ul style="list-style-type: none"> Know how to observe and record the effects of natural and artificial light and use shading to show light and shadow Know and recognise the source of light in other artist's work Know how to observe and record reflection when sketching Painting: <ul style="list-style-type: none"> Know how to create a colour palette based on the natural and built world Know how to compose a painting using a variety of textural techniques, observed from nature Printing: <ul style="list-style-type: none"> Know how to create a print using a collagraph Know how to basic screen print 			Vocabulary: <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: seam, seam allowance, wadding, reinforce, hem, template, pins, needles, thread, pinking shears, fastenings, design criteria, annotate, functionality, authentic, user, purpose, evaluate, mock-up, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, frame structure, stiffen, strengthen, reinforce, triangulation, stability Textiles: <ul style="list-style-type: none"> To be able to design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. To be able to produce detailed lists of equipment and fabrics relevant to their tasks. To be able to select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Food & Nutrition: <ul style="list-style-type: none"> To understand about seasonality in relation to food products and the source of different food products. To be able to make, decorate and present food appropriately for the intended user and purpose. Frame Structures: <ul style="list-style-type: none"> To be able to develop a simple design specification to guide the development of their ideas and products. To use finishing and decorative techniques suitable for the product they are designing and making. 	

Art & DT 20/20 curriculum – KS2

Explicit vocabulary taught across all units of work in each curriculum area (see Knowledge Organisers for unit specific examples)

All units: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Year 6		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Aut 1	Ancient Greeks ART: Drawing Final Outcome: Design and draw a landscape from your imagination that depicts movement, reflection and perspective	Which techniques can I use to depict movement, reflection and perspective?	Realistic painting: Girl with a Pearl Earring, by Johannes Vermeer Impressionist painting: Woman with a Parasol, by Claude Monet,	DRAWING – Movement & Perspective (Application of all previous learning). Attempting to capture movement. Use a choice of technique to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Please note this is a sketch book/technical skills unit. All work completed on worksheets and paper should be added to the children's sketchbooks and annotated and dated. Drawing moving figures: https://www.youtube.com/watch?v=Gwj0PNrSvIY https://www.creativeblog.com/advice/how-to-draw-movement-16-top-tips Drawing perspectives: https://www.youtube.com/watch?v=XRrKohWdpeQ https://www.wikihow.com/Draw-Perspective
NC Art - Skills, Matters & Processes. Core Knowledge		- To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material		
Aut 2	WWII: Leaders ART: Painting Final Outcome: Paint a World War 2 painting for an exhibition on a canvas, using any desired medium or technique that will evoke an emotion.	How did artists during World War 2, create paintings that evoked emotion?	Examples of WW2 Propaganda WW2 artwork	Key skills and concepts: Scaling up; Understanding genre; Painting on canvas. Re-cap prior learning. Paint a watercolour portrait from a photograph that shows prior learning of skills used. Children taught to scale up and practise recreating a large image from a small image. Look at the selection of skills and techniques and artists and their paintings that have been discovered over time studying art at Talbot. Discuss what children like and why? Which artists/paintings/techniques have inspired them and why? What genre do they like? (Abstract, Portraits, Still-life, Landscapes, Seascapes, Observations of everyday life?) Focus on WW2 Propaganda materials – posters etc. Children use sketch books experiment with own images.
NC Art - Skills, Matters & Processes. Core Knowledge		- To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material		
Spr 1	WWII: GB ART: 3D sculpture – Henry Moore Final Outcome: Create a large sculptural abstract piece of a figure in the style of Henry Moore.	How did Henry Moore translate his work from 2D to 3D?	Henry Moore – Learn about the man, the artist and his work. Learn how he moved from sketch to final sculptural piece.	DT Link – Strengthen & stiffen Key skills and processes: Shape, form, model and join. Pupils will learn about Henry Moore - Identify how the images he created came from families sheltering in the undergrounds in WW2. Consider the abstract images of realistic drawings and reflect on the huge size of the pieces. Pupils reflect on the sketches showing movement created earlier in the year. This style will be the basis of their abstract design. Model the process. Pupils will make 3 small clay sculptures using sketches to abstract model. One of these is selected to be a larger piece which will be made with wire and Modroc.
NC DT - Skills, Matters & Processes. Core Knowledge		- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - About the work of a range of artists, crafts makers and designers, describing the differences between different practices and disciplines, and making links to their own work.		
Spr 2	End of Year showcase ART: Printing Final Outcome: A triptych of prints that include stencilling, lithography and a mono printed portrait.	How did print artists; Banksy, Warhol and Escher create images that influence our own style and techniques?	Andy Warhol Pablo Picasso Banksy Escher	Review previously learnt skills – collagraphy, mono-printing etc. Introduce lithography: Lithography/Lithographic and offset printing, or litho printing for short, is where the image of the content you want to produce is placed on a plate which is then covered in ink and used for printing. This method dries the ink much faster than natural means, and so preserves the colour and detailing much better. Model how to create quality stencils (refer to Banksy). Pupils have opportunities to practise different printing techniques using stencils they have produced to end with a triptych of their best prints over the course of Year 6. This is the final art unit of the pupils' time at Talbot. Ensure there is sufficient time for children to reflect on all they have learnt and evaluate their skills alongside their artwork. What are they most proud of? What will they look to improve on?
NC Art - Skills, Matters & Processes. Core Knowledge		- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay. - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - About great artists, architects and designers in history.		

Year 6		Key Question	Key Artists / Designers / Artwork / Objects	Precis
Sum 1	India DT: Food – Culture & Seasonality * Allergies check required	How can the history and culture of a country be reflected in its cuisine?	History of Indian dishes Recipes of Indian dishes adapted to the palate of children and reflecting nutritionally balanced versions.	Design, make and evaluate a variety of Indian dishes that can be produced on a reasonable budget and provide a nutritionally balanced diet. Children will learn about a range of Indian dishes and look at how the history of the country is reflected in its cuisine. Pupils will learn about the importance of spice, vegetarianism and the influence the British ruling classes on the development of key dishes. Similarly, pupils will investigate how Indian dishes have become British favourites. Children will work in groups to prepare a range of main meals, starters, side dishes, breads, drinks and deserts that can be adapted to dietary needs of different groups. They will investigate different spices, learning about the additional benefits beyond the culinary. Children will have opportunities to cook and taste a wide range of dishes evaluating them in terms of own enjoyment, nutritional worth and cost to prepare before putting a menu together of their own choosing to meet the agreed design brief. Evaluation will take place throughout focussed tasks and at the end based on their final menus.
NC DT - Skills, Matters & Processes. Core Knowledge		- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Sum 2	Local Forest, Coast & Heath DT: Frame structures: Forest Shelters <i>Computing DT Link – Lego Wedo</i>	How could I build a shelter that would protect me overnight in the forest?	Trip to the new Forest Forest school focus for the half term.	Design, make and evaluate a temporary forest shelter that can be used by a group of 4 children to survive a night in the New Forest. Children investigate and make annotated drawings of a range of portable and permanent frame structures, e.g. tents, gazebos, bus shelters, umbrellas. Use photographs and web-based research to extend the range e.g. <i>How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened, reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When was it made? Who made it? Where was it made? Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks. How could each of the frameworks be reinforced and strengthened? How could these structures be replicated in the forest? What materials would be available? Show pictures and actual examples of forest materials. Plan structures in group, create small scale models and test for strength. Final product will be constructed in the New Forest and evaluated by children and Forest school lead.</i>
NC DT - Skills, Matters & Processes. Core Knowledge		- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		

Year 6 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Six

ART	DT
<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: evoke emotion, exhibition, scaling up, grid method, resize, ratio, coverage, techniques, propaganda, seascapes, perspective, view point, photography, genre, appreciation, stencilling, lithography, mono-print, transferable, design, movement, perspective, impressionist, composition, translation, sculptural, atheistically pleasing, triptych, stencils, <p>Drawing:</p> <ul style="list-style-type: none"> Know how to use scaling up to recreate a large image from a small image Know how to draw movement Know how to draw perspective <p>Painting:</p> <ul style="list-style-type: none"> Know and understand how to appreciate the differences in art subjects and techniques and that tastes in art are different Know, use and understand different painting techniques to create painting <p>Printing:</p> <ul style="list-style-type: none"> Know how to print using lithography Know how to print using stencils Know and understand different printing techniques in mono-colour to create an atheistically pleasing triptych <p>3-D:</p> <ul style="list-style-type: none"> Know, understand and use the techniques of Henry Moore to create large abstract sculpture 	<p>Vocabulary:</p> <ul style="list-style-type: none"> To know, understand and use the following vocabulary accurately and with confidence: cuisine, culture, spice names and names of Indian dishes, mains, sides, deserts, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional <p>Food & Nutrition:</p> <ul style="list-style-type: none"> To understand and apply the principles of a healthy and varied diet. To be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality and know where a variety of ingredients are sourced from To be able to explain how different cultures contribute to the national cuisine. <p>Frame Structures:</p> <ul style="list-style-type: none"> To generate, develop and model innovative ideas, through discussion, prototypes & annotated sketches. To know how to strengthen, stiffen and reinforce 3-D frameworks. To be able to competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks To be able to critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

Art & DT Overview All Year Groups

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Castles ART: Drawing	Festivals ART: Painting	Africa ART: Printing	AFC Bournemouth DT: Freestanding structures – Design AFCB a new stadium	Under the Sea ART: 3D Modelling DT Link - Structures	Heath & Harbour DT: Food – preparing fruit and vegetable – picnic on the heath
Year 2	Great Fire of London ART: Drawing	Icy Lands ART: Painting	Pirates DT: Construction – materials: cutting, shaping and finishing - Boats	Islands ART: 3D Landscape Art DT Link – structures	Around the World DT: Textiles – Templates and joining techniques: Flags	Around the World DT: Food – preparing fruit and vegetables Global Cuisine
Year 3	Stone Age ART: Drawing	Romans ART: Painting	Italy ART: 3D Ceramics, Sculpture, Carving & Clay. DT Link – cutting, shaping, finishing	Volcanoes DT: Mechanical systems – levers and linkages – Interactive Information book	Invaders & Settlers DT: Mechanical systems – pneumatics - Enterprise project	South Africa DT: Textiles & printing – 2D shape to 3D product – Purses – African prints
Year 4	Ancient Egypt ART: Drawing	Ancient Egypt DT: Electrical Systems Torches	Tudors ART: Painting	Tudors: DT: Food & Nutrition (Tudor Banquet)	Smugglers DT: Shell structures using CAD; Boxes & hidden compartments	Rainforests ART: Printing
Year 5	Mayans ART: Drawing	Global Warming DT: Textiles: Ecological Designers – Reusable Shopping bag	ART: Printing DT Link – Adding decorative finish to textiles product (reusable bag).	USA . DT: Food - Culture & Seasonality (Soul Food Café)	Civil War DT: Frame Structures Castles	Jurassic Coast ART: Painting
Year 6	Ancient Greeks ART: Drawing	WWII: Leaders ART: Painting DT Link in Science - Electrical Systems	WWII: GB ART: 3D sculpture – Henry Moore DT Link – Strengthen & stiffen	End of Year showcase ART: Printing	India DT: Food – Culture & Seasonality	Local Forest, Coast & Heath DT: Frame structures: Forest Shelters Computing DT Link – Lego Wedo