

KS1 Statutory requirements.

### Design

- ♣ 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

### Make

- ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- ♣ explore and evaluate a range of existing products
- ♣ evaluate their ideas and products against design criteria

### Technical knowledge

- ♣ build structures, exploring how they can be made stronger, stiffer and more stable
- ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

### Cooking and nutrition

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Year	Autumn 1 - Ourselves	Autumn 2 - Toys	Spring 1 – People Who Help Us	Spring 2 - Where Do I Live?	Summer 1 - Animals	Summer 2 - Journeys
<b>1</b> <u>Statutory requirements</u> These MUST be covered.	D1 – communicate ideas and D2 use of ICT M2 - ingredients	M2: construction materials, E1 T1 and 2	D1 and D2 M1 – joining textiles M2 – textiles E2	D1 and D2 M1 and M2 – tools and ingredients E2 Use the basic principles of a healthy and varied diet to prepare dishes.	D1 and D2 M1 & M2	D2 M1 and 2 T1 Understand where food comes from.
Notes	(H&S) <b>Food safety rules and allergies.</b>  Identify foods which they like/dislike through tasting and using smell, sight and texture.  Link to computing – use 2 Paint to generate pictures of themselves.	Explore constructions of old and new toys- identify moving mechanism eg levers, sliders, wheels and axles. Build moving toys using existing products eg logo, K-nex, mobilo, cogs and wheels. Evaluate effectiveness of each product/ toy.	Explore eggs of puppets eg finger puppets, marionettes, shadow puppets, glove puppets Design make and evaluate own puppet of someone who helps us. Offer range of materials eg card, paper, fabric. Tools = scissors, needle, thread, glue Cutting, joining and finishing a product. <b>You have put – design and make and evaluate a coaster- weather symbol</b>	Cooking (H&S) Link to science <b>Food safety rules &amp; allergies.</b> Recognise and group familiar ingredients – dairy, vegetables, fruit etc). Develop simple food preparation skills when creating a cold dish eg salad, couscous with fruit and veg, fruit kebabs – focus on peeling, mashing, grating and squeezing under close supervision. Tools – peeler, squeezer, masher, grater.	Design, make and evaluate model of an animal. Link to Art work with clay and on patterns and printing. Tools- wooden clay tools Shaping and finishing product.	Identify and group foods which grow in different seasons. Prepare, taste and describe foods from different seasons. 2) Time machine :Focus on selecting appropriate materials (eg cardboard boxes, yoghurt pots, toilet rolls) selecting appropriate tools and joining techniques, sliding doors etc . Scissors, tape, glue Joining and cutting skills. How can their machine be made stronger, stiffer and more stable?

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Year	Autumn 1 – Treasure Island	Autumn 2 – Fire! Fire!	Spring 1 – Let's Investigate!	Spring 2 – Food	Summer 1 – Superheroes	Summer 2 – Passport to the World
<b>2</b> <u>Statutory requirements</u> These MUST be covered.	D1 and 2 M1 and 2 – paper mache E 3 T1	D1 and D2 M1 and 2 E1, and 2 T1	D1 and M1 and 2 E1 and 2 T1	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	D1 and 2 M1 and 2 E2 Use the basic principles of a healthy and varied diet to prepare dishes.	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.
Notes	Design, make and evaluate own treasure island using papier mache. Focus on making strong, stable structure.	Link to Art – design, make and evaluate their thumb pots.	Investigate structures. Look at range of different structures eg Eiffel tower – what are they made from, how are they made strong? Range of materials eg straws, spaghetti, wood, rolled up paper. Which is strongest? Easiest to attach? How can you make your structure stronger? What is the best material to use to attach parts- glue, sellotape...	Understand we need a balanced diet. Know that food comes from plants and animals and be able to sort food into these groups. To develop mixing and shaping skills eg bread rolls, scones, pizza bases. With help and supervision assemble cold ingredients eg sandwiches, wraps.	Design and make super hero logo from fabric. Experiment with a range of techniques eg fabric paint, dyeing, printing. Experiment with attaching fabrics and other materials – simple running stitch, gluing, adding buttons, beads sequins, braid and buttons. Make an energy bar for your Super hero	Tasting, buying and preparing foods from around the world. Vegetable sushi for round the world's trip. Continue to develop mixing, shaping and rolling skills.

KS2						
Year	Autumn 1 – Houses and Homes	Autumn 2 – Time Detectives	Spring 1 – People	Spring 2 - On the Move!	Summer 1 – Sounds Good to Me!	Summer 2 – Barks, Shoots and Leaves
<b>23</b> <u>Statutory requirements</u> These MUST be covered.						
Notes						

**Statutory Requirements**

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- 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 materials [ for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Year	Autumn 1 – Where Does it Come From?	Autumn 2 – Let's Get Wet!	Spring 1 – Ancient Egypt	Spring 2 - Our Active Planet	Summer 1 – We've Got the Power	Summer 2 – By the Sea
<b>4</b> <u>Statutory requirements</u> These MUST be covered.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, <b>including drawing</b> , painting and sculpture with a range of materials [ for example, <b>pencil</b> , charcoal, paint, clay] Ar2/2.3 About <b>great artists</b> , architects and designers in history.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, <b>including drawing, painting</b> and sculpture with a range of materials [ for example, pencil, charcoal, <b>paint, clay</b> ] Ar2/2.3 About <b>great artists</b> , architects and designers in history.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, <b>paint, clay</b> ] Ar2/2.3 About great artists, architects and designers in history.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay] Ar2/2.3 About great artists, <b>architects and designers</b> in history.		Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay] Ar2/2.3 About <b>great artists</b> , architects and designers in history.

Notes	Sketching skills focus on line, shape, form and space. Include <b>pen and ink</b> sketching. Look at the work of Quentin Blake	Look at eggs of art which contain water eg Hockney ('Pool'), Monet (waterlilies) etc. How is the watery effect created? Experiment with different media eg wax relief, stippling using stiff brush and different paints, mixing glue with sand, allowing to dry and then painting over.	Clay - developing techniques learnt in Yr 2. Focus using tools and different techniques (slip, coils) to design then create Eye of Horus tiles. (Design process in sketch books). Paint with acrylics - and then create old effect by adding boot polish and removing with a stiff brush.	Explore artwork of Andy Goldsworthy., focus on use of materials, why he does, appraise different examples in their sketch books. Create own sculptures and photograph.		Work of Art - Turner. Explore his oil and water pastel work of seascapes. Recap water colour skills - colour washes, colour mixing, blending, adding detail once it has dried. Use sketches from trip to Brighton to create own water colour work.
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Year 5	Autumn 1 – Out of this World	Autumn 2 – Invaders and Invaders and Settlers	Spring 1 – Is it Fair?	Spring 2 - The Victorians	Summer 1 - Communication	Summer 2 - Change
<u>Statutory requirements</u> These MUST be covered.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including <b>drawing</b> , painting and sculpture with a range of materials [ for example, <b>pencil</b> , charcoal, paint, clay]	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, <b>clay</b> ]	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay] Ar2/2.3 About <b>great artists, architects and designers</b> in history.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay] Ar2/2.3 About <b>great artists, architects and designers</b> in history.	Ar2/2.1 sketch books Ar2/2.2 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [ for example, pencil, charcoal, paint, clay] Ar2/2.3 About <b>great artists, architects and designers</b> in history.
Notes		Clay work - Design , make a nd	Cubism - Look at eggs of cubist	Sketching skills - developing	Colour work - to be able to	Work of Art - Marianne

		paint a brooch. (Focus = DT)	art and how it is made up of shapes to represent objects and people. Sketch eggs in books from artwork eg Braque, Picasso. Creating sculptures using recycled materials based on cubist artwork. Strong focus on planning and evaluating ideas before starting creating. Alexander Archipenko – cubist sculpture	pattern, texture, line, shape, form and space. Perspective - begin to use in work using a single focal point and horizon. Focus on Aerial perspective Link to DT – exploded diagrams- take one aspect of a machine – draw from different perspectives, aerial view and then take one aspect and enlarge about a point. (Focus = DT)	identify primary, secondary, complementary and contrasting colours. Look this through Pop Art particularly Andy Warhol. Recreate parts of his work and their own versions using what they have learnt in colour work.  Printing - Design and create a tile to create a pop art style print. Use cutouts to add more detail and colour.	North Look at eggs of Marianne North's sketches and paintings of plants. Focus on use of detail, media used and use of colour. Create own artwork based on sketches they have made at Kew Gardens.
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About great artists, architects and designers in history.

Year 6	Autumn 1 – The Greek Influence	Autumn 2 - Macbeth	Spring 1 – Evacuation (Friend or Foe?)	Spring 2 - SATs Revision/Buggies	Summer 1 - How to Train your Dragon	Summer 2 – Mini-Enterprise
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Notes	<p>Clay - making pots using more advanced techniques. Experiment with using coils and adding detail using tools.</p> <p>In sketch books look at designs from colours from Ancient Greek pots and sketch own design to then paint onto their pot.</p>		<p>Developing sketching skills - focus on colour, pattern, texture, line, shape, form and space.</p> <p>Sketching artefacts from WW2</p> <p>Recap perspective from Year 5 move onto including foreground, middle, background. Images of London?</p> <p>Collage - build on skills from previous year groups - mixed media add collage to painted/printed/drawn backgrounds. Practise skills in sketch books then design and make mixed media propaganda style poster eg Dig for Victory, Loose lips sink ships.</p>	<p>Focus on use of detail, media used and use of colour.</p> <p>Japanese art- history of style and technique.</p> <p>Katsushika Hokusai</p>		<p>Developing sketching skills - focus on colour, pattern, texture, line, shape, form and space. Use of colour using pastels, pencils etc.</p> <p>Work of Art Hockney - portrait.</p>
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