

Art and Design Technology Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

Art and Design Technology

The **intent** of our art and design curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Engage in exciting, imaginative and creative Art and Design projects
- Improve and develop skills across a wide range of media, including printing, painting, drawing, collage, sculpture, textiles, food, wood and digital media.
- Increase knowledge of artists, designers, craft persons, movements, styles and theory.
- Explore and develop ideas from a range of artists, craftspersons and designers.
- Investigate and create pieces using a range of materials, processes and techniques.
- Apply previously taught skills to produce creative responses to projects in the final term
- Evaluate their own creative pieces as well as the work of others, including influential local, national and international artists and designers.
- Be informed of future HE opportunities and career pathways within Art and Design Technology
- Be encouraged to explore hobbies and interests in Art and Design Technology to improve mental health and wellbeing
- Have a good knowledge of the potential job market available within these employment routes and how to access it.
- Cook a variety of dishes using a range of cooking techniques.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Be taught how to cook and apply the principles of nutrition and healthy eating.
- Develop a love of cooking which will open doors to one of the great expressions of human creativity.
- Understand that cooking is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life
- Understand where food comes from and the sustainability of it.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore, each art group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels – **IMAGINATION, INSPIRATION, INNOVATION** This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Art and Design Technology plan

The curriculum that is in place is based upon two things:

- 1) Creative projects, skills and knowledge that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) Creative projects, skills and knowledge that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To prepare our students for employment within a range of creative industries including: art and crafts, textiles, food and hospitality as well as trades including construction, beauty and decorating.
2. To support and develop skills for independent living, physical, mental health and well-being opportunities including hobbies, voluntary work and running a safe and healthy household.
3. To enable our students to use art, design and technology to develop their understanding of the world around them through their local, national and international environments.

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason art activities have been carefully chosen to reflect this. students generally have difficulties in the following areas:

- Creativity - thinking of and expressing their own ideas,
- Application of skills - students may have difficulty applying previously taught skills in new contexts.

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that art at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of art is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in art, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key art statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Progression of skills and knowledge

Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

Phase 4 - Students are in a place to use the skills and knowledge gained in phase 2 and 3 to begin a chosen qualification route, this maybe NOCN Entry Level Certificate in Preparing for Further Learning or Employment (art), BTEC Level 1 Introductory Award or Certificate Art and Design, BTEC Level 1 or 2 Home Cooking skills.

Phase 5 - Students are in a place to use the skills and knowledge gained in phase 4 to achieve a higher level of qualification or carry out enterprise work in art and design, food or DT if it is their chosen pathway.

Overview of Termly Briefs

TERM	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Autumn	Woodland or Desert BRIEF: To produce a creative response using collage, printing or textiles based on the theme "Woodland"	Animals BRIEF: To produce a creative response using painting, and 3D techniques based on the theme "Animals"	Seaside BRIEF: To produce a creative response using collage print and textiles techniques based on the theme "Seaside"	Rainforest or Butterflies BRIEF: To produce a creative response using paint and 3D techniques based on the theme "Rainforests"	Cityscapes BRIEF: To produce a creative response using paint, 3D and construction based on the theme "Cityscape"	Landscapes BRIEF: To produce a creative response using paint and textiles techniques based on "Landscape"	Industrial BRIEF: To produce a creative response using painting, 3D or construction techniques based on the theme "Industrial"	Coast BRIEF: To create a creative response using painting , 3D , textiles or construction techniques based on the theme "Coast"	Oceans BRIEF: To create a creative response using construction, textiles, 3D and finishing techniques.

Spring	Australia (Aboriginal art) or Spain (flamenco) BRIEF: To produce a patterned mosaic piece using textile, painting and sculpture techniques based on the theme of aboriginal art	India BRIEF: To produce a textile piece inspired by Indian clothing using collage, printing and textiles techniques	Africa BRIEF: To produce an African mask using paint and 3D techniques based on African culture	Japan or UK BRIEF: To produce a Japanese fan using collage, textiles printing techniques inspired by Japanese culture and nature	China or America BRIEF: To produce a moving dragon using 3D, textiles and construction dragon inspired by Chinese culture	Ancient Egyptians or Italy BRIEF To produce a 3d piece using construction, painting and printing	Mexico BRIEF: To produce a highly patterned skull using printing, collage and textiles techniques based on Mexican culture and the celebration of "Day of the Dead"	UK (Graffiti) BRIEF: To produce a mural or graffiti display piece with a clear meaningful message using painting, collage, textiles.	North East BRIEF: To create a creative response using paint, 3D, construction or textiles techniques based on a local area.
Summer	BRIEF: To produce a creative response using mixed media within the theme of "Emotions"	BRIEF: To produce a creative response using mixed media / 3D within the theme of "Imagination"	BRIEF: To produce a creative response using mixed media within the theme of "Fantasy"	BRIEF: To produce a creative mixed media /3d response within the theme of "Story Telling"	BRIEF: To produce a mixed media creative response within the theme of "Communication"	BRIEF: To produce a mixed media creative response within the theme of "Self Image"	BRIEF: To produce a creative response using mixed media within the theme of "Environment"	BRIEF: To produce a creative response using mixed media/ sculpture within the theme of "Diversity"	BRIEF: To produce a creative response using mixed media within the theme of "Our mind, our mental health"

Suggested artists and craftspeople




TERM	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Autumn	Andy Goldsworthy	Andy Warhol - endangered animals Compare the pieces: 'Study of a lion' by Edwin Landseer and 'Green Donkey' by Mark Chagall	John Piper Megan Coyle	Henri Rousseau Hans Scherfig	Laura Edgar (Tyne Bridge) Serge Mendzhiyskogo	John Constable WangWei Claude Monet Leonardo Da Vinci Pieter Brughel Paul Cezanne Vincent Van Gogh Wassily Kandinsky	LS Lowry Anthony Hall Graham Hodgson (Local artist with gallery in South Shields) Ralph Hedley	Laura Edgar Carolyn Saxby Elaine Carlton Anni Albers Eileen Downes	Caroline Saxby Jennifer Gaye Vanessa Barragão

Spring	Emily Kame Kngwarreye Possum Tjapaltjarri	Indian Folk Art - (Hatton Gallery)	Traditional African Art - (Hatton Gallery) Stephen Njenga	Hayashiya Niraku Noriko Matsubara https://norikoart.com/	Traditional Chinese Art- Pu Zuo	Egyptian Museum Cairo - online	Kerri Ambrosini Gonzalo Areúz	Banksy Karl Striker Mark Shields	Norman Cornish Anthony Gormley
Summer	Roy Lichtenstein	Pablo Picasso	Salvador Dali Joan Miro	Anthony Gormley	Andy Warhol	Rembrandt, Soutine, Nolde, Magritte, Khalo, Blake, Boyce, Bhimji, Rodin, Moore, Gabo, Brancusi, Epstein	Georgia O'Keeffe Erica Wexler - inner body painting Andrea Kozma - Beatnik living	Antonio Finelli Edvar Munch (Scream)	Jayoon Choi (At the Bottom of the Anxiety Swamp) Your Pain Is My Pain by Paula Scotter

Art and DT Progression of Skills and Knowledge:The objectives that students meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	<p>Understand different cultures and their influence in the designing of products.</p> <p>Art for wellbeing, explore outside school opportunities for SEND students</p> <p>Jobs and college courses within the arts - ceramicist, textile artist etc.</p> <p>chef to deliver sessions, visit to South Tyneside College or Newcastle college</p> <p>Life skills - cooking, budgeting and food hygiene and safety</p> <p>links with South Tyneside Creative Seed Company</p> <p>Visits to the Hatton Gallery - various workshops throughout the year</p> <p>Visits to the biscuit factory - local artists</p> <p>Visit to Angel of the North looking at sculpture</p> <p>Exhibitions at the Baltic gallery throughout the year</p> <p>Exhibitions at the Laing gallery throughout the year</p> <p>Sunderland glass centre</p> <p>sculptural trails through national trust and Newcastle Quayside</p>
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Planned Learn	Active
	<p>Art and DT deliver joint projects to students covering different skills within the same brief. Active learning will be used as a tool to help to enhance key vocabulary, tools/equipment/processes and evaluation of end projects.</p> <p>autumn, spring & summer 1 (art) autumn 1 & summer 1 (DT)</p> <p>(Starter activity) cover subject specific key vocabulary, relating to the SOW topic. Students will be split into groups of 2-3. Each group will be given a key word vocabulary activity sheet. Students will locate letters from specific markers to form their word. In the classroom, students will use a dictionary to look up the definition of their word and record this. Staff to ask one group what their word is and share the definition.</p> <p>Differentiation - students will be grouped according to their reading ability and given an appropriate word.</p> <p>autumn, spring & summer 2 (ART)</p> <p>Focus on the evaluation of projects at the end of term, by re-visiting techniques and processes used and identifying how they have used these within their work.</p> <p>Whole lesson activity - Students will be split into groups depending on ability. Students will be given a quiz style task. More able students will have the question for that particular skill/technique and will be directed to the marker that indicates the first letter of that word. For example "The technique of adding small cuts in clay as part of the joining process". The answer would be score. They are required to complete the rest of the word. Less able students would have less quiz questions, but would have directions to the markers to spell out the full word.</p> <p>autumn 2, spring 2, summer 2 (DT)</p> <p>whole lesson activity - Students will be split into groups of 2-3. Each group will be given an evaluation word to find - AESTHETICS, CUSTOMER, COST, ENVIRONMENT, SAFETY, SIZE, FUNCTION and MATERIALS. Students will locate letters from specific markers to and write these in the correct box on their activity sheet.</p> <p>In the classroom, students will use the prompt sheet for their word to answer questions about their product. For example, aesthetics - what does the product look like? What colour is the product?</p> <p>Differentiation - Each evaluation prompt sheet will have two sides. One side will have simple questions and the other will be more complex. For example: What colour is the product? (LA). Can you describe the colour of the product? (HA)</p> <p>Spring 1 (DT)</p> <p>(starter/plenary/extension task) Using Active learning, students will identify tools, machines and equipment and be able to talk about processes they have used. PROCESSES - Students will be split into groups of 2-3 issued an ipad per group. Each group will locate a QR code from a specific marker, which will direct them to a video. In the classroom, the students will share the process, talk about H&S or discuss where in their project they have used the process.</p> <p>TOOLS/EQUIPMENT - Students will be split into small groups (whole class) or individual if taken out as a smaller group, students will locate pictures of tools/equipment from specific markers. In the classroom, students will locate the tool/equipment, name it and discuss how to use it safely.</p>

	<p>Writing opportunities - Students will write the name of the tool/equipment and write down the H&S rules, how to use it correctly and for what.</p> <p>Differentiation - Students can use an ipad to take a photograph of the picture so that they can use it to identify the tool/equipment in the classroom.</p>		
Planned Reading Opportunities	<p>To identify reading opportunities linked to the school reading spine: Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
Planned Key Vocabulary - Subject specific	<p>General - explore, media, creative, observation, annotate, develop, investigate, evaluate Product design - label, cross-section, exploded diagram, prototype, test, purpose, user, pattern pieces, Drawing - marks, stencil, silhouette, pattern, texture, hatching, scribbling, stippling, scale, proportion, composition Collage - materials, manipulate, tearing, folding, twisting, layer, arrange, attach Printing - rubbings, patterns, printing block, impressed, relief, motifs, monoprinting 3D/ceramics - malleable, decoration, 3D, rolling, pinching, kneading, carving, glaze, sculpture, armature, freestanding Construction - cut, measure, template, assemble, lever, slider, cams and followers, pneumatic system Painting - primary, secondary, surface mix, tools, tints, shades, layering, washes, mood, composition, scale, proportion Textiles - decorate, dye, fabric, cold water dyes, stitching, batik, applique, weaving, silk painting, loom Food - food provenance, preparation, hygiene, safety, diet, consumer Digital media – crop, filter, composition</p>		
Skills	Imagination 	Inspiration 	Innovation 

Exploring and developing	<ol style="list-style-type: none"> 1.To record simple media explorations in sketchbooks. 2.To use ideas my teacher suggests to develop my work. 3.To use a sketchbook to express feelings about a subject. 4.To have simple links between own work and that of artists and designers e.g. use of colours. 5.To explore the effects of different materials. 6.To be guided by a teacher to use simple skills and techniques related to a chosen brief to produce a final piece. 7.To verbally discuss my own ideas 	<ol style="list-style-type: none"> 1.To use sketchbooks to record media explorations and experimentations with little support. 2. To use a sketchbook to plan and develop simple ideas. 3.To use sketchbooks to explore a range of visual elements for a final piece. 4.To use given examples of artists and designers' styles to inform a creative response. 5.To use a range of materials provided. 6.To apply some taught skills and techniques to produce a creative response to a brief. 7.To make simple annotations based on discussion to develop creative ideas in sketchbooks 	<ol style="list-style-type: none"> 1 To use sketchbooks to collect and record visual information from different sources. 2.To use sketchbooks to plan, try out ideas and adapt and improve original ideas. 3. To independently generate and develop ideas relevant to purpose and intended outcome. 4. To independently research the style of artists, craft makers or designers to influence the creative design process. 5.To investigate visual and tactile qualities in materials in order to develop an understanding of the uses of material. 6.To work in a sustained and independent way to produce a creative response to a brief. 7.To discuss and independently annotate creative ideas in sketchbooks to inform the design process.
Artist, Designer and Craftsperson Knowledge	<ol style="list-style-type: none"> 1. To give simple reasoned opinions about the work of a given artist, craft maker or designer. 	<ol style="list-style-type: none"> 1. To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer. 	<ol style="list-style-type: none"> 1.To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.
Drawing	<ol style="list-style-type: none"> 1.To explore and begin to show control using a range of tools and media: fingers, hands, chalk, pens, paint and pencils. 2.Produce lines of different thickness and tone using a pencil. 3. To experiment with mark making and give meaning to the marks they have made. 4. Start to produce simple patterns and textures from observations, imagination and illustrations. 	<ol style="list-style-type: none"> 1. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. 2.To understand tone through the use of different grades of pencils (HB, 2B, 4B). 3. To draw recognisable shapes and objects from observations. 4. To use line and tone to create surface patterns and texture and begin to use them appropriately. 	<ol style="list-style-type: none"> 1.To independently draw in their own style using chosen drawing media for a creative purpose. 2.To consider media, pencil grade and techniques (line, tone, colour) for a purpose e.g. representing movement, facial expressions. 3. To draw increasingly complex shapes from observations, considering scale and proportion (Shape). 4. To develop intricate patterns and surface texture using different grades of pencil and other implements to create lines and marks.

	<p>5. Use stencils to create a picture.</p> <p>6.To colour and draw within the lines using a range of media.</p> <p>7.To draw simple shapes from a given picture.</p> <p>8. To draw a simple form of a given artefact.</p>	<p>5. To draw around objects and shapes and recognise them from their silhouettes.</p> <p>6.To use a range of drawing techniques such as hatching, scribbling, stippling, and blending using a range of media.</p> <p>7.To use a viewfinder to focus on a chosen part of a picture before drawing it.</p> <p>8. To use a viewfinder to focus on a chosen part of an artefact.</p>	<p>5.To apply drawing techniques including stencils within a creative response.</p> <p>6.To apply a range of drawing techniques for a specific purpose within their own work.</p> <p>7. To apply and demonstrate close observation skills using a variety of viewfinders.</p> <p>8.To use artefacts as a stimulus when drawing and designing.</p>
<p>Collage</p>	<p>1. To begin to explore different ways of manipulating materials e.g. tearing.</p> <p>2.To stick paper and card to a surface with a range of glue.</p> <p>3. To begin to choose and arrange papers and cards from a selection provided.</p> <p>4. To begin to choose and arrange found objects and other collage materials provided.</p> <p>5.To know simple vocabulary linked to collage media.</p>	<p>1. To independently explore different ways of manipulating materials e.g. tearing, folding, twisting.</p> <p>2.To purposefully arrange and stick torn paper, fabrics and other materials to a surface using a range of glue.</p> <p>3. To explore layering of chosen papers, fabric and other materials on a surface for effect.e.g. sea effect</p> <p>4. To use natural materials to consider pattern and texture (e.g. stones, feathers, sticks, grasses, shells) within a design.</p> <p>5. To understand and begin to use relevant collage vocabulary when discussing their work or that of others.</p>	<p>1. To apply different ways of manipulating materials e.g. tearing, folding, twisting, curling, cutting, dying.</p> <p>2.To investigate different ways of layering and attaching materials to create effects and textures.</p> <p>3. To purposefully select, sort and arrange papers, fabrics and other materials in response to a range of designs.</p> <p>4. To apply techniques of textured collages through the use of a wide range of materials.</p> <p>5.To understand and apply a range of collage vocabulary in relation to their own response.</p>

Printing	<ol style="list-style-type: none"> 1. To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 2.To take rubbings as a form of printmaking e.g. leaf, brick, coin. 3.To begin to produce patterns through printing. 4.To investigate textures through printing of objects and rubbings. 5.To know simple vocabulary linked to printing media. 	<ol style="list-style-type: none"> 1. To experiment with mark making onto printing blocks such as foam sheets. 2. To begin printing in relief (e.g. String and card) and impressed (drawing into ink). 3. Use equipment to create simple prints (e.g. mono - printing) with a clean image. 4. Experiment with overprinting motifs and combining prints. 5. To understand and begin to use relevant printing vocabulary when discussing their work or that of others. 	<ol style="list-style-type: none"> 1.To independently design and create a printing block. 2. To independently use mono- and relief printing blocks. 3. To explore printing using multiple colours for effect. 4.To independently apply printing techniques within a mixed media response. 5.To understand and apply a range of printing vocabulary in relation to their own response.
3D/CERAMICS	<ol style="list-style-type: none"> 1.Explore creating a construction/ sculpture using a variety of objects e.g. recycled, malleable, natural and manmade materials. 2.To impress into malleable material such as playdough, clay or plasticine. 3.To apply simple decoration to a constructed piece. 4.To identify and distinguish sculptures from 2D art forms. 5.To be introduced to simple sculptural techniques such as construction and impression. 6.To apply materials on top of existing structures e.g. boxes, yoghurt pots etc. 7.To develop a simple understanding of the properties of materials used. 	<ol style="list-style-type: none"> 1.Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay mask. 2.To manipulate malleable materials in a variety of ways including rolling, pinching and kneading and begin to explore carving. 3.To develop knowledge and understanding of different ways to finish personal 3D responses e.g. glaze, paint, polish. 4.To recognise and appreciate sculptural forms in the environment. 5.To explore a range of sculptural techniques in relation to a creative response. 6.To model over a simple armature e.g. newspaper frame for Modroc. 7.To apply property knowledge within the used processes. 	<ol style="list-style-type: none"> 1.To independently model relief and freestanding work using a range of media. 2.To independently use a range of techniques such as joining clay using slip, coiling, carving and decorating. 3.To independently apply different ways to finish work e.g. glaze, paint, polish for a chosen effect. 4.To independently apply knowledge and understanding of existing sculptural forms within the production of their own work. 5.To apply a range of sculptural techniques to produce a well thought out constructed piece. 6.To independently model over an armature and over constructed foundations. 7.To independently apply a range of processes with consideration for the properties of materials.

	8. To know simple vocabulary linked to 3D media.	8. To understand and begin to use relevant 3D vocabulary when discussing their work or that of others.	8.To understand and apply a range of 3D vocabulary in relation to their own response.
Construction using a range of media	<p>1. To measure, mark out and cut a shape using appropriate simple tools, from a template with support.</p> <p>2. To explore and use simple mechanisms e.g. sliders and levers and how they create movement.</p> <p>3.To join and assemble a range of different materials including timber, plastic, card, and textiles with support.</p> <p>4.To understand how to create a simple stable shapes and structures with support</p> <p>5.To understand and observe the use of different machinery in the workshop.</p> <p>6.To know simple vocabulary linked to construction</p> <p>7. To know and begin to use simple finishing techniques for timber. (sanding, varnishing, painting)</p>	<p>1. To confidently and safely measure, mark out and cut a shape using appropriate tools including using a template.</p> <p>2.To experiment use and understand a range of cams and followers and how different cams create different movements.</p> <p>3 To select, choose appropriate tools to join and assemble a range of materials including timber, plastic, card and textiles.</p> <p>4.To compare stability and effectiveness of different shapes and structures with growing independence.</p> <p>5 To understand, observe and use machinery in the workshop, with support</p> <p>6.To understand and begin to use relevant construction vocabulary when discussing their work or that of others.</p> <p>7. To use simple finishing techniques for timber, with support. (sanding, varnishing, painting)</p>	<p>1.To confidently select appropriate hand tools and measure, mark out and cut a shape independently.</p> <p>2.To use and understand simple pneumatic systems and pulleys and how they create a range of movement.</p> <p>3. To confidently select the correct tools, equipment and joining methods to assemble a range of materials for a designed purpose.</p> <p>4. To compare the strength and stability of different structures in an aesthetically pleasing design</p> <p>5. To independently use the machinery in the workshop.</p> <p>6. To understand and apply a range of construction vocabulary in relation to their own response.</p> <p>7.To independently select and use an appropriate finishing technique for timber. (sanding, varnishing, painting)</p>
CAD (Computer Aided Design)	<p>1.To understand how to open Google Sketchup with support.</p> <p>2.To understand and use basic drawing tools within Google Sketchup with support.</p> <p>3.To be able to produce basic 2D shapes with support.</p> <p>4.To use the push/pull tool to transform shapes to 3D with support.</p> <p>5. To understand and use simple basic rendering with support.</p>	<p>1.To understand how to open Google Sketchup independently.</p> <p>2. To understand and use basic drawing tools within Google Sketchup independently.</p> <p>3.To be able to produce 2D shapes independently.</p> <p>4.To use the push/pull tool to transform shapes to 3D independently.</p> <p>5.To independently apply basic rendering to shapes.</p>	<p>1.To use google Sketchup as a way of communicating design ideas.</p> <p>2.To confidently and independently use drawing tools within Google Sketchup as part of a creative response.</p> <p>3.To produce a range of detailed 2D shapes which support own design ideas.</p> <p>4.To independently create 3D shapes linked to creative designs.</p> <p>5.To use rendering to represent different materials of a final product.</p>

	5..To be able to save work produced with support.	6.To be able to save work produced independently.	6.To be able to independently organise and present saved work produced.
Painting	<p>1.To name a range of colours.</p> <p>2 To develop knowledge of the primary colours.</p> <p>3. To develop knowledge of the secondary colours.</p> <p>4.To use primary colours in a creative response.</p> <p>5.To mix and apply secondary colours in a creative response.</p> <p>6. To explore and experiment with different painting techniques.</p> <p>7.To experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>8. To explore working with paint on different surfaces eg. onto rocks, clay or wood.</p> <p>9.To know simple vocabulary linked to painting media.</p>	<p>1. To identify a range of colours on a colour wheel. and begin to understand how colours can link to moods and feelings in art.</p> <p>2.To apply knowledge of the primary colours and explore tints and shades of these.</p> <p>3. To apply knowledge of the secondary colours and explore tints and shades of these.</p> <p>4 To mix and match tints and shades of primary colours in various contexts.</p> <p>5. To mix and match tints and shades of secondary colours in various contexts.</p> <p>6. To begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture(sawdust], blocking in colour, washes, thickened paint.</p> <p>7. To select and use a range of painting implements to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>8.To work with paint on a range of different scales and surfaces.</p> <p>9. To understand and begin to use relevant painting vocabulary when discussing their work or that of others.</p>	<p>1. To independently apply paint in a sustained way with understanding of colour, tints, tone and shade.</p> <p>2. To use tints and shades to show light and dark within painting.</p> <p>3. To demonstrate and apply knowledge of complementary colours.</p> <p>4.To independently mix colours to create a desired mood or effect.</p> <p>5. To accurately mix and match colours to a given object or picture.</p> <p>6. To demonstrate control when applying various paints and paint techniques for a range of effects.</p> <p>7. To independently use a range of painting implements for a specific purpose in their creative response.</p> <p>8.To consider composition, scale and proportion within their paintings.</p> <p>9.To understand and apply a range of painting vocabulary in relation to their own response.</p>
Textiles	<p>1.To decorate and join a range in fabrics using beads, buttons, feathers using glue.</p> <p>2.To experiment with the creation and use of natural dyes e.g. onion skin, beetroot</p> <p>3.To understand and explore the process of weaving e.g. pipe cleaners.</p>	<p>1.To apply components to fabric by tying, gluing [hot glue gun] and simple stitching</p> <p>2.To experiment with cold water dyes to develop knowledge and understanding of their techniques and application e.g. tie dying.</p> <p>3.To use a loom to weave a pattern using other sources materials</p>	<p>1.To incorporate beads, buttons, feathers into a textile design piece by stitching and other techniques.</p> <p>2.To independently apply more complex textile colouring techniques and knowledge e.g. tie- dying and batik.</p> <p>3. To independently create a loom for a creative</p>

	<p>4.To experiment and explore the use of fabric pens on different fabrics.</p> <p>5.To know simple vocabulary linked to textiles.</p>	<p>4.To explore fabric painting techniques e.g. silk painting and batik.to develop knowledge and understanding of the scientific process.</p> <p>5.To understand and begin to use relevant textile vocabulary when discussing their work or that of others.</p>	<p>outcome</p> <p>4.To independently apply more complex textile manipulation techniques and knowledge e.g. applique, patchwork and weaving within a creative piece.</p> <p>5.To understand and apply a range of textile vocabulary in relation to their own response.</p>
Food	<p>1.To develop basic knowledge and understanding of ingredients and healthy eating.</p> <p>2.To develop basic knowledge of food provenance and how it's used within the diet.</p> <p>3.To demonstrate a range of basic food preparation and cooking techniques using a variety of food sources with support.</p> <p>4.To demonstrate the basic principles of simple food hygiene and safety.</p> <p>5.To develop knowledge of consumer choice in relation to making simple meals.</p> <p>6.To demonstrate creativity through some practical cooking activities with support.</p> <p>7.To apply basic of knowledge, understanding and skills to create simple dishes for the family with support</p>	<p>1.To develop knowledge and understanding of food and nutrition based upon the Eatwell guide</p> <p>2.To deepen knowledge of food provenance and how it's used within the diet.</p> <p>3. To demonstrate a range of basic food preparation and cooking techniques using a variety of food sources with independence.</p> <p>4. To develop and demonstrate knowledge and understanding of food hygiene, food poisoning and safety.</p> <p>5.To develop and apply knowledge an understanding of consumer choice to basic meal planning.</p> <p>6.To develop creativity, technical and practical skills through a range of practical cooking activities with some independence.</p> <p>7.To build and apply a range of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.</p>	<p>1.To extend their knowledge and understanding of food, diet and health.</p> <p>2. To independently apply knowledge and understanding of food provenance and consumer information in meal planning.</p> <p>3.To extend food preparation skills and explore a range of food sources, cooking techniques demonstrating confidence, creativity and independence.</p> <p>4.To independently apply knowledge of food hygiene, food safety and food poisoning knowledge within food preparations.</p> <p>5.To independently extend and apply their knowledge of consumer choice to family meal planning.</p> <p>6.To independently demonstrate with confidence creativity, technical skills and practical skills through a range of practical cooking activities.</p> <p>7.To build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.</p>
Product Design	<p>1.To know how to design a product for a specific user based on design criteria with support.</p>	<p>1.To design a product for a specific user based on personal design criteria that is fit for purpose.</p>	<p>1.To use research and develop design criteria to inform the design to ensure it is fit for purpose.</p>

	<p>2.To sketch and label simple line drawings with some awareness of rendering as part of a design solution.</p> <p>3.To develop a simple design specification based on user choices.</p> <p>4.To name ingredients and components within a design.</p> <p>5.To design a product.</p> <p>6. To explore and research existing products including food, construction materials and textiles with support.</p> <p>7. To develop designs based on existing products from key individuals from food, textiles and construction industries.</p> <p>8.To identify and solve design problems with support.</p> <p>9.To carry out a simple test on their designed product against simple design criteria.</p>	<p>2.To add some detail, annotation and rendering to a design solution.</p> <p>3.To develop detailed design specifications based on user choice, communicate ideas through discussion, annotated sketches and prototypes</p> <p>4.To explain ingredients, components and their functions within a design.</p> <p>5.To design a product fit for purpose.</p> <p>6.To investigate and analyse existing products including food, construction materials and textiles.</p> <p>7.To consider the influences of key individuals from the food, construction and textile industries on their personal design.</p> <p>8.To identify and solve simple design problems and take creative risks.</p> <p>9.To confidently complete simple tests on the effectiveness of the design and product.</p>	<p>2.To be able to generate a range of rendered design solutions, with annotation and dimension.</p> <p>3.To use and develop detailed design specifications to inform the design of innovative, functional and appealing products, aimed at particular individuals or groups.</p> <p>4.To select from and use a wider range of ingredients, materials and components according to their functional properties and aesthetic qualities within their design.</p> <p>5.To design a well-constructed product fit for purpose.</p> <p>6.To investigate and analyse a range of existing products and apply their findings to their design.</p> <p>7.To consider the influence and impact of key individuals from the food, construction and textile industries on product design.</p> <p>8.To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>9.To independently make adjustments and modifications throughout the design and making process.</p>
<p>Digital Imaging</p>	<p>1. To be able to use a camera or iPad to photograph work with support.</p> <p>2. To know how to document and save work as it progresses through photographs.</p> <p>3.To be able to open a picture digitally</p> <p>4. To be able to edit photos using basic software with support. e.g. Adding a flitter.</p> <p>5.To be able to use simple digital tools with support.</p>	<p>1.To be able to use a camera or iPad to photograph work independently.</p> <p>2.To know how to document and save work as it progresses through photographs, and be able to explain the processes used.</p> <p>3.To be able to present pictures and work digitally and creatively.</p> <p>4.To be able to edit photos using specific software independently.</p> <p>5.To be able to use different digital tools with independence and confidence.</p>	<p>1. To be able to use a camera to photograph work from different angles considering composition and lighting.</p> <p>2.To know how to document and save work as it progresses through photographs, and be able to explain the processes used including personal opinions.</p> <p>3.To be able to present work digitally and creatively while including personal comments and opinions.</p> <p>4.To be able to edit photos using specific software, and be able to explain/discuss visual differences.</p> <p>5.To be able to use different digital tools, selecting which tools are most appropriate for particular techniques.</p>

Working safely	1.To work following H&S in practical classrooms, using a range of specialist tools, equipment and machines.	1.To work in a confident , safe and organised way in practical classrooms, using different tools, equipment and machines.	1.To use specialist tools, equipment and machinery in the practical classrooms and be able to explain how to use them following H&S in an appropriate manner.
Evaluating	<p>1.To talk about the features they like in their own work and in the work of others.</p> <p>2.To begin to say what they think of different materials and techniques used.</p> <p>3.To verbally give opinions on their own work.</p> <p>4.To evaluate a range of existing products or pieces linked to the design brief.</p> <p>5.To evaluate ideas and products against design criteria.</p> <p>6.To identify skills that they have used successfully with support.</p>	<p>1.To give opinions of their own and others' designs and begin to give reasons for their opinions.</p> <p>2.To say what they think of different materials and techniques and adapt use of these as needed.</p> <p>3.To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings.</p> <p>4.To evaluate and investigate a range of existing products or pieces linked to the design brief.</p> <p>5.To evaluate ideas and products against design criteria and modify design where appropriate</p> <p>6.To independently identify skills that they have used successfully and those skills that they found more challenging.</p>	<p>1.To independently identify strengths and weaknesses in their own and others' designs in response to the design brief.</p> <p>2.To continually evaluate and adapt the use of materials and techniques throughout a design project.</p> <p>3.To discuss and describe what they like about their own work and any problems they are trying to solve.</p> <p>4.To use investigations of existing products and pieces to inform own design process and products</p> <p>5.To evaluate against design criteria, using appropriate testing and considering the needs of the user and technical and creative aspects.</p> <p>6.To confidently identify skills that they need to improve on and how they are going to achieve this.</p>

