

Art & Design and Design Technology progression and coverage of knowledge and skills



	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Footprints of the Past</p> <p>Art – Fossils (Printing and 3D work - clay)</p> <p>Rubbings with a variety of objects (Printing)</p> <p>Handling, feeling, enjoying and manipulating materials (3D work)</p> <p>Constructing – building and destroying (3D work)</p> <p>Shape and model (3D work)</p>	<p>Natural History</p> <p>Art - Henri Rousseau (Drawing and painting)</p> <p>Simples shapes and colours from observation (Drawing)</p> <p>Experimenting with using different colours to represent their observations (Painting)</p> <p>Explain what he/she dislikes about a piece of work (Work of artists)</p>	<p>A to B</p> <p>Art – China – Chinese dragon dance costume</p> <p>Represent shape using different materials (Textiles and collage)</p>	<p>Let’s Celebrate</p> <p>DT – Cooking celebration foods including those from our own cultures</p> <p>Know what food can be grown around us</p> <p>Begin to think about what makes a healthy plate of food when cooking</p>	<p>Let’s Go On Holiday</p> <p>DT – Transport design</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (Technical knowledge)</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria (Product design)</p> <p>Select from and use a range of tools and equipment to perform practical tasks (Making)</p> <p>Explore a range of products and make comments about what they think of them (Evaluate)</p>
2	<p>Scavengers and Settlers</p> <p>Art - Andy Goldsworthy (3D work – clay and natural materials)</p> <p>Manipulate clay in a variety of ways – rolling, kneading and shaping</p>	<p>New Frontiers</p> <p>Art - Joan Miro (Printing and textiles/collage)</p> <p>Simple block printing using potatoes or sponges (Printing)</p> <p>Represent shape using different</p>	<p>My Island Home</p> <p>Art - Llewellyn Xavier (Drawing and Painting)</p> <p>Recognisable shapes and colours with some detail from observation (Drawing)</p>	<p>Fire! Fire!</p> <p>DT – House building (woodwork)</p> <p>Art based stimulus - ‘The Great Fire of London, 1666’</p> <p>Build structures, exploring how they can be made stronger, stiffer</p>	<p>What On Earth?</p> <p>DT – Cooking food from around the UK and the Wider World - (focus Caribbean linked to St Lucia work)</p> <p>Understand that some food have to be grown further away and</p>

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	<p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>materials (Textiles and collage)</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>Controlled use of colour to represent their observations (Painting)</p> <p>Explain what he/she dislikes about a piece of work in more detail (Work of artists)</p> <p>Know some information about famous artists (Work of artists)</p>	<p>and more stable (Technical knowledge)</p> <p>Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (Product design)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (Making)</p> <p>Evaluate their own designs and products against success criteria (Evaluating)</p>	<p>why</p> <p>Begin to plan and prepare a healthy food product</p>
3	<p>Roman Britain</p> <p>DT – Roman torsion catapults</p> <p>Design using simple computer programmes (Product design)</p> <p>Create levers and understand how they create movement (Making)</p> <p>Understand and use mechanical systems in products (gears, pulleys, levers) (Technical knowledge)</p> <p>Safely cut out and assemble products (Making)</p>	<p>Ancient Sumer</p> <p>Art – Sumerian sculpture (3D work)</p> <p>Plan sculpture work</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p>	<p>London and Rome</p> <p>Art – Michelangelo and Sistine Chapel (Drawing and painting)</p> <p>Outlines of shapes and details from observations in sketchbooks (Drawing)</p> <p>Begin to use shading to show form (Drawing)</p> <p>Show different tones and use different materials (Drawing)</p> <p>Experiment with mood, feeling and movement – lighten and</p>	<p>On Our Doorstep - Forty Hall</p> <p>Art – Mackintosh (Printing and Textiles)</p> <p>Make marks in print with a variety of objects (Printing)</p> <p>Design and create repeated patterns (Printing)</p> <p>Stitching – including cross stitch (Textiles)</p> <p>Use different materials for overlapping and layering</p>	<p>Active Planet</p> <p>DT – Volcanoes</p> <p>Create cross sectional diagrams (Making)</p> <p>Design using simple computer programmes (Making)</p>

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			<p>darken colours by mixing (Painting)</p> <p>Describe key ideas of artists, (Work of artists)</p>	<p>(Textiles)</p> <p>Describe key ideas of designers (Work of artists)</p>	
4	<p>The Anglo-Saxons</p> <p>DT – Anglo-Saxon money carriers</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures (Technical knowledge)</p> <p>Design using cross sectional diagrams (Product design)</p> <p>Design for a purpose (Product design)</p> <p>Cut, shape, join and finish work – wood work. Strengthen structures (Making)</p>	<p>Temples, Tombs and Treasure</p> <p>Art - Pyramids (3D work)</p> <p>Clay work – slabs, coils and slips</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Research and discuss different people and discuss their processes and finished products (Work of architects)</p>	<p>Living Together</p> <p>Art – Brazil - Genaro De Carvahlo (Printing and textiles)</p> <p>Make marks in print with a variety of objects (Printing)</p> <p>Repeated patterns (Printing)</p> <p>Recognise patterns in the environment (Printing)</p> <p>Printing on fabric – tie dye and batik (Textiles)</p> <p>Marbling, silk screen, cold water paste (Textiles)</p>	<p>Explorers and Adventurers</p> <p>DT – Shelters</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures (Technical knowledge)</p> <p>Design using cross sectional diagrams (Product design)</p> <p>Design for a purpose (Product design)</p> <p>Use electrical systems in products (Making)</p> <p>Consider existing products and how they might be improved/meet needs of a user (Evaluating)</p>	<p>What's on the Menu</p> <p>DT – Cooking – menu design, rainforest fruit, Brazilian truffles</p> <p>Understand a balanced diet</p> <p>Understand seasonality and locally produced food</p> <p>Read and follow recipes involving several processes, skills and techniques</p>
5	<p>The Vikings</p> <p>DT – Viking boats</p> <p>Product design using cross sectional diagrams (Product</p>	<p>Ancient Greece</p> <p>Art - Ancient Greek pottery (3D work)</p>	<p>Space Explorers</p> <p>Art - Alan Bean 'First Men – Neil Armstrong' (Printing and textiles)</p>	<p>Windrush Generation</p> <p>DT- Cooking – The Windrush Cookbook</p>	<p>Weather and Climate</p> <p>Art – Turner (Drawing and painting)</p>

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	<p>design)</p> <p>Make prototypes (Product design)</p> <p>Use market research to inform own designs (Product design)</p> <p>Produce step by step plans (Product design)</p> <p>Use precise measurements – joins, holes and openings in the right places (Making)</p>	<p>Focus on patterns and textures when using malleable media</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>	<p>Make marks in print with a variety of objects (Printing)</p> <p>Repeated patterns (Printing)</p> <p>Recognise patterns in the environment (Printing)</p> <p>Understand the purpose of printing (Printing)</p> <p>Add collage to painted, drawn or printed pictures to create texture and layers (Textiles)</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>	<p>Understand main food groups and different nutrients</p> <p>Understand how different food is reared, caught, grown and processed to make them safe/tasty</p> <p>Combine a range of ingredients through different techniques</p> <p>Consider the views of others when improving own work (Evaluating)</p>	<p>Shading to show form (Drawing)</p> <p>Foreground and background (Drawing)</p> <p>Mixing colours to vary mood and demonstrate tones (Drawing)</p> <p>Different brushstrokes for different purposes (Purposes)</p> <p>Describe work and ideas of others using technical vocabulary – referring to historical and cultural contexts (Work of artists)</p>
6	<p>World War II</p> <p>Art – Henry Moore shelter drawings (Drawing)</p> <p>Awareness of composition, scale and proportion</p> <p>Use perspective – a single focal point and the horizon</p> <p>Follow a design brief</p> <p>Develop ideas through open ended research – use own ideas/imagination</p>	<p>The Mayans</p> <p>DT – Cooking – Mayan dishes</p> <p>Plan a series of healthy meals – varied diet.</p> <p>Use food labels to inform choices</p> <p>Research and plan a savoury dish. Apply technical skills when cooking</p>	<p>Journey to Jo'burg</p> <p>Art – Traditional South African dress (Printing and 3D work)</p> <p>Use intricate printing patterns independently (Printing)</p> <p>Plan, create and explain choices of method and final piece (3D work)</p> <p>Experiment with, construct and join recycled, natural and man-made materials in a variety of ways (3D work)</p>	<p>Pre-Colonial Britain</p> <p>Art – Pre-Raphaelites including Fanny Eaton (Painting and textiles)</p> <p>Use a combination of painting skills appropriately to capture an image independently (Painting)</p> <p>Create images from imagination or observation using a wide variety of media (Textiles)</p> <p>Explain and justify preferences towards styles and artists (Work</p>	<p>Journeys</p> <p>DT – Renewable energy source design</p> <p>Apply understanding of computing to program, monitor and control their products (Technical knowledge)</p> <p>Use computer aided design programmes (Product design)</p> <p>Monitor and control a product (Making)</p>

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