

# Year 1 Art/DT 2019-20

	Topic	ART/DT being taught	Suggestions from CMC
Autumn 1	Superheroes	Textiles Superhero Capes-design, make and evaluate. Lollypop Stick Superheroes. Printing with vegetables Pop Art-roy Lichenstein Comic book strip with wax crayons.	<i>Met with to agree.</i>
+Autumn 2	The magic toymaker	Christmas Tree Decoration (salt dough) Split Pin teddies-moving parts (paper and card) Gingerbread men cooking	
Spring 1	Frozen	Cut and stick/collage different shades of blue.	
Spring 2	Castles: Warwick	Food-Medieval Banquet, make and prepare. Make own castles from shoe boxes. Stone rubbings. Make shields-design, make and evaluate	
Summer 1	Town & country: Pershore	Colour Adding black and white Lowry-charcoal pictures.	
Summer 2	Flight	DT Hot Air balloon papier mache and paint.	

## DT Progression for Year 1 (skills & understanding)

	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 1	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Think of some ideas of their own</li> <li>Explain what they want to do</li> <li>Use pictures and words to plan</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Explain what they are making</li> <li>Explain which tools they are using</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Describe how something works</li> <li>Talk about their own work and things that other people have created</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Cut food safely</li> <li>Wash their hands without prompt before handling food</li> <li>Describe the taste/texture of food</li> <li>Explore interesting ways of decorating food</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Choose a range of colourful textiles to create a picture</li> <li>Create a textiles collage using glue</li> <li>Describe different textiles using words</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Make a product which moves</li> <li>Explain why they have chosen specific moving parts</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Create 'tidy' work</li> <li>Say when a product needs to be made stronger</li> <li>Plan their ideas before construction</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Verbally describe the qualities of different materials</li> <li>Exchange conversation with others about how to go about creating their product</li> </ul>

## Art Progression for Year 1 (skills & understanding)

	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 1	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Communicate something about themselves in a drawing</li> <li>Create moods in their drawings</li> <li>Draw using a pencil/crayon</li> <li>Draw lines of different shapes and thicknesses</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Communicate something about themselves in a painting</li> <li>Create moods in their painting</li> <li>Paint using thick and thin brushes where appropriate</li> <li>Paint lines of different shapes and thicknesses</li> <li>Name the primary and secondary colours</li> <li>Paint a picture of something they can see</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Print with sponges, vegetables and fruit</li> <li>Print onto paper and material</li> <li>Design their own printing block</li> <li>Create a repeating pattern</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Use their sketchbook as a means of progression of skills learned</li> <li>Label the media used</li> <li>Take photographs of their work</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Add texture to mouldable materials, by using tools</li> <li>Create shapes using mouldable materials</li> <li>Sort different textiles by different properties e.g. colour/size</li> <li>Weave fabric/thread</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Cut and tear paper and card for a collage</li> <li>Gather materials they will need for their collage</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Create a picture using a simple painting</li> <li>Use tools e.g. fill/brushes</li> <li>Go back and edit their picture</li> </ul>	<b>By the end of year 1, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Ask appropriate questions about a piece of art work</li> <li>Describe what they see and/or like in another piece of art/design/craft</li> </ul>

## Year 2 Art/DT 2019-20

	Topic	ART/DT being taught	Suggestions from CMC
Autumn 1	Significant People from the Past (History)	Getting to know each other- DT Create a shield about hobbies and interests Famous Artists - Art (Van Gogh) Starry Night	
Autumn 2	The Great Fire of London (History)	Building homes - DT create models of Tudor style homes	<ul style="list-style-type: none"> <li>DT - Look at what we eat now to what they ate then and the facilities available.</li> <li>DT - Talk about fire safety in the kitchen?</li> <li>DT - Children could bake two different types of bread, taste, compare and contrast them whilst the others build their models.</li> <li>Art - Look at St Pauls Cathedral - use clay to create 3D artefacts</li> </ul>
Spring 1	UK Characteristics (Geog)	Exploring food from around the UK - DT (Short unit) Art - short project TBC	<ul style="list-style-type: none"> <li>DT - Use '3 little pigs' to create 3 different structures using different materials/links with science. Design an ideal home for the Wolf's attack.</li> <li>Art - Bridges? Using old OS maps as a background, create paintings/drawings of a favourite bridge from photographs found on the internet.</li> <li>DT - Create bridges/structures out of materials/toilet roll/paper straws/clay</li> <li>Art - Andy Warhol inspired food prints - local area e.g. pears</li> </ul>
Spring 2	Non-European Country (Geog) Chile	DT -Designing and making flowerpots from recycled objects	<ul style="list-style-type: none"> <li>Art - Draw the British rolling hills with wind turbines vs the Chilean Moai Easter Island statues - both manmade - look at the colours (tint/tone)</li> <li>Art - Create a Moai Easter Island statue using printing of different objects to create new shapes</li> </ul>
Summer 1	The Seaside (History)	DT-Making puppets for a Puppet Show- linked to Punch and Judy	<ul style="list-style-type: none"> <li>Art - Look into the different types of patterns found under the sea - look at fish/coral/seaweed - construct three-dimensional sculptures of marine life?</li> <li>Art - An octopus/fish double pinch pot</li> <li>DT - Create group large 3D jelly fish from materials e.g. old lampshade</li> <li>DT - Lighthouse - electrical components?</li> </ul>
Summer 2	Oceans and Continents (Geog)	Art - Seascape	<ul style="list-style-type: none"> <li>Art - JMW Turner. Use a variety of techniques to create different watercolour paintings ready to create a sea-storm</li> <li>DT/Art - Create a clock using the background of ocean waves?</li> </ul>

## DT Progression for Year 2 (skills & understanding)

	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 2	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Think of several ideas, which are mainly their own, for the making process, explaining how they see their final outcome appearing</li> <li>Describe their design using pictures and annotations, as well as verbal</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Choose the best tools and materials for the job and give their reasons why they think this</li> <li>Join materials in different ways (glue/staples/blue tack)</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain what went well with their work</li> <li>Explain how their work could be even better if they were to create it again</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain what it means to be hygienic</li> <li>Demonstrate being safe in the kitchen area</li> <li>Describe the properties of the ingredients they are cooking with</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Measure textiles using a ruler</li> <li>Join textiles to other materials to make something fit for decoration</li> <li>Cut textiles using scissors</li> <li>Use adjectives to describe the feel of different textiles</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Join materials together to create a moving product</li> <li>Add electrical components to their work to reflect reality</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use a ruler to measure materials</li> <li>Consider proportion to real life objects</li> <li>Incorporate movement to their model/structure</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Choose from a selection of materials and make sensible choices</li> <li>Add finishing techniques to improve the look of their model/structure</li> <li>Consider how they could improve their construction</li> </ul>

# Art Progression for Year 2 (skills & understanding)

	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 2	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use charcoal, pencils and pastels</li> <li>Show different tones of light and dark</li> <li>Show different patterns in their work to create texture</li> <li>Use a viewfinder to focus on a specific item/part of an existing piece of artwork before drawing it/recreating it</li> <li>Use 2 different pencils in their work</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Mix paint to create secondary colours</li> <li>Verbalise which colours you need to mix with which before doing so</li> <li>Mix a brown through experimenting</li> <li>Add white to colours to create a tint</li> <li>Add black to colours to create a tone</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Create a print in the style of an artist</li> <li>Use stamping, rubbing and pressing to create a print</li> <li>Demonstrate the use of a roller to help create a print</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use their sketchbook to annotate any practise of skills</li> <li>Annotate photographs taken of them practising their skills</li> <li>Explain how they are improving their skills/what they can do now</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Create a double pinch pot using clay</li> <li>Use mark making in clay work</li> <li>Join fabric using glue</li> <li>Sew fabrics together</li> <li>Work in a group to create a larger an end result</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Create a group collage</li> <li>Use different types of materials in the collage explaining why they have chosen them</li> <li>Use repeated patterns in their collage</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Using I.T create a picture on the computer</li> <li>Use simple brush and pen tools to create texture</li> <li>Edit their own work</li> <li>Take photos of themselves/each other displaying different moods</li> <li>Alter photographs on a computer</li> </ul>	<p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Link colours to natural or man-made objects</li> <li>Link colours to emotion</li> <li>Create a piece of artwork in the style of another artist</li> <li>Describe how other artists have used colour, pattern and shape to create texture</li> </ul>

## Year 3 Art/DT 2019-20

	Topic	ART/DT being taught	Suggestions from CMC
Autumn 1	Changes in Britain from the Stone Age to the Iron Age (Trip to Bishops Wood)	Stone Age Cave paintings Jewellery (Clay)	
Autumn 2	Earthquakes Oddizzi	Textiles, sewing techniques, making a creature	
Spring 1	Ancient Egypt	Egyptian art/ mummies Egyptian cooking	Art - Montage of the pyramids Art - with a focus on triangle - create a new piece of art through printing/collage DT - Build Pyramids out of different recycled materials e.g. bottle tops/news paper - talk about structure and reinforcement DT - Design a house which is in the shape of a pyramid - look at plan views - can they then design a house and plan using the basis of another everyday object or a famous place - a bit like the beehive
Spring 2	Local History Study: Edward Elgar National Trust?	mother's day Colour and mood Symbolism Portraits	DT - Quilt: symbolism of themselves through textiles Art - Portraits - montage - Pablo Picasso - abstract faces - <i>continuous lines</i>
Summer 1	Our Local Area (Fieldwork of the local town - Pershore) TRIP?	Cooking/ product design- Plums	<i>DT - Cooking with plums e.g. fruit tart</i> <i>DT - Pear marble tray bake</i> <i>DT - Design a fruit salad using local fruits (seasonality)/taste testing - adjective</i> <i>Art - See below - you could do a still life project around fruit and get the children to draw it from 20+ different angles - a fruit bowl from 20 plus different views</i>  <i>36 views of Mount Fuji - Hokusai - make own mountains (DT) then create as a class 20+ through painting or even just the children taking their own photograph</i>
Summer 2	Mountains Oddizzi?	Mountain art and weaving	Art - 36 views of Mount Fuji - Hokusai - make own mountains (DT) then create as a class 20+ through painting or even just the children taking their own photograph Art - Printing - mountains - looking at the further back in the distance they go, the darker they appear/layering <i>Art - Impressionism (Monet - paint)</i> <i>DT - Create 3D mountain models/recreate a mountain range e.g. Andes or Alps</i>

## DT Progression for Year 3 (skills & understanding)

	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 3	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain that their design meets the specific points asked of them</li> <li>Put together a plan of action with annotations of equipment and tools</li> <li>Create a 'realistic' plan</li> <li>Draw their designs using sketches and words</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Question the tools and the equipment being used</li> <li>Select the most appropriate for the job in hand</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what they changed to improve their work</li> <li>Look at others work and begin to 'magpie'</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Grow a plant from a seed or bulb</li> <li>Explain the difference between sweet and savoury ingredients</li> <li>Describe how they could make their food product look more appealing</li> <li>Choose the correct ingredients for a product</li> <li>Use equipment safely</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Choose particular materials reasoning</li> <li>Describe the properties of materials</li> <li>Layer materials using more than one joining technique</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a simple circuit</li> <li>Make a product with both electrical and mechanical components</li> <li>Use a number of components</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Automatically use a ruler to measure</li> <li>Understand what is meant by being accurate</li> <li>Make cuts and holes when necessary</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Select the appropriate materials for the task</li> <li>Select the appropriate tools for the task</li> <li>Understand what is meant by a finishing technique</li> </ul>

## Art Progression for Year 3 (skills & understanding)

	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 3	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Show facial expressions and body language in their sketches and drawings</li> <li>Use 3 types of pencil in their work</li> <li>Show tone and texture through different pencil shades</li> <li>Explain what they have sketched and why</li> <li>Use their sketches as ideas towards a final piece of work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a background using a wash</li> <li>Use a range of brushes to create different effects</li> <li>Know the difference between primary and secondary colours</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Make a printing block</li> <li>Create a 2 colour print</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbooks to express feelings of positive and negatives against a subject/piece of art/artist</li> <li>Make notes about techniques used by artists</li> <li>Suggest improvements of their own work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a pop-up</li> <li>Use more than one type of stitch</li> <li>Apply detail to their work through sewing</li> <li>Work in pairs to create a larger end result e.g. class quilt</li> <li>Add texture and shapes to their work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Cut accurately using scissors</li> <li>Overlap materials to create a montage</li> <li>Use a range of tints/tones of colours to depict realistic features</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use the internet to seek images of a specific artist</li> <li>Use images which they have found to use in their artwork</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explore works from other cultures/countries</li> <li>Explore works from other periods of time</li> <li>Compare the work of different artists/different period of time/different cultures</li> <li>Describe the emotions/reasoning behind a particular piece of art</li> </ul>

## Year 4 Art/DT 2019-20

	Topic	ART/DT being taught	Suggestions from CMC
Autumn 1	Romans		Art - Create a Christmas card mosaic - print using shapes DT - Create a cup coaster using ceramic mosaics
Autumn 2	Volcanoes		Art - Create volcanic artwork, inspired by the work of artist Margaret Godfrey Art - Play dough model of a volcano
Spring 1	Rainforests		Watch David Attenborough? DT - use salt dough to create a continent map showing topography, rainforests and major rivers and cities? Art/DT - Create Kayapo headdress Art - Black and white vs colour - could you get a face painter in?? DT - make group dioramas of understory layer and forest floor of the rainforest in shoe boxes, including the creatures found in these layers
Spring 2	Adventurers - UK to Italy		DT - Pizza designing and making - exploring toppings - the process of milk to cheese - mozzarella - importation - food miles Art - Look at famous Italian painters with a focus on portraits/facial expression/mood and colour
Summer 1	Anglo Saxons		Maybe boys may be more inclined for the shield and girls jewellery - give them an option? Art - Make an Anglo Saxon shield and sword? Art - Create their own Anglo Saxon Jewellery - pendant out of salt dough? DT - Design, construct and evaluate a precise model of an Anglo-Saxon building DT - Anglo Saxon feast? Understand seasonality
Summer 2	Kings and Queens		Art - Hereford Cathedral symmetry drawings



## DT Progression for Year 4 (skills & understanding)

	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 4	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a plan/design and explain all parts to peers and adults</li> <li>Create clear annotated drawings, using colour to help</li> <li>Begin to think about the user of the product</li> <li>Verbally suggest improvements to other using EBI</li> <li>Write positive comments about others designs</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Verbalise predictions as to whether their final product will 'work' and is of a good quality</li> <li>Show a good handling of a range of appropriate tools and equipment</li> <li>Produce a product which will be liked and can be used by others</li> <li>Recognise when they need help to change an idea</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain if their outcome is successful</li> <li>Describe the changes they have made from design to outcome and why they made these</li> <li>Begin to explain with key vocabulary, how they can improve their outcome</li> <li>Give helpful feedback to their peers work</li> <li>Be reflective and open to changes</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between being hygienic and safe within the kitchen</li> <li>Show off the foods which they have made in a presentable manner</li> <li>Explain the difference between a butter knife and sharp knife and how to be safe</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of a template</li> <li>Show a range of joining techniques</li> <li>Create a product which is robust</li> <li>Produce a product taking into account a 'user'</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Add things to their circuits</li> <li>Be confident with trying new and different ideas</li> <li>Check and alter their product and explain what they have done</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how they have attempted to make their product strong</li> <li>Measure carefully to prevent wastage of materials</li> <li>Apply the correct amount of adhesive for the job in hand</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Confidently use a variety of materials</li> <li>Cut materials neatly</li> <li>Use a variety of finishing techniques taking into consideration the final appearance</li> <li>Think of the audience and the finishing techniques required</li> </ul>

## Art Progression for Year 4 (skills & understanding)

	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 4	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Draw simple objects using marks and lines to produce texture</li> <li>Use colour to represent feeling</li> <li>Begin to explore reflections in their artwork (help of photography)</li> <li>Explore lines, colour, form and shape in terms of moving objects/light</li> <li>Explain why they have chosen specific materials to draw with</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Independently mix all secondary colours</li> <li>Explain the need for darker and lighter tones</li> <li>Create mood through use of colour</li> <li>Understand colours can identify with a feeling</li> <li>Understand that there are more colours than just the rainbow, black and white</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Print using at least four colours</li> <li>Create a symmetrical printed pattern</li> <li>Print onto different coloured paper/card</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbooks to express how they feel about particular pieces of artwork of others and their own</li> <li>Begin expressing, using words, how they could improve their artwork/ideas</li> <li>Use their sketchbooks to collect images around a project/montage (title page)</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use basic stitches to help combine materials</li> <li>Understand how to join clay together using cross-hatching</li> <li>Combine a number of materials using suitable adhesive to create a 3D outcome</li> <li>Explain why they have chosen the particular adhesive</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use ceramic mosaics to produce a piece of artwork</li> <li>Create an alternative material background as an alternative solution to paint/pencil/pen</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use IT to show off the process of their work</li> <li>Using IT annotate their work step-by-step</li> <li>Use the internet to answer questions about artists</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain different types of art from different periods</li> <li>Recreate art from different periods of time</li> <li>Use significant events in time to create artwork</li> </ul>

## Year 5 Art 2019-20

	Topic in Theme lessons	Art being taught	Suggestions from CMC
Autumn 1	Rivers, rivers & mountain ranges around the world, the water cycle, fieldwork	Rivers: Monet	N/A
Autumn 2	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor	Harry Potter: Tiffany Budd	Black glue/black card - chalk to create Tiffany Budd inspired images - could this link with Viking/Anglo Saxons? Harry Potter?
Spring 1	Local history study of an aspect of history dating from a period of history dating from a period beyond 1066 that is significant in the locality: The Battle of Worcester 1651	The Battle of Worcester: War and emotion /Worcester Cathedral	Listen to music and explore emotions - sirens/gun shots/explosions/colours which reflect sadness? Symbolism of war?  Worcester Cathedral - using recyclable materials create a 3D Worcester Cathedral/parts of it, in groups? Visit??
Spring 2	Understanding similarities and differences through human and physical	North and South America: Dream catchers/Mayan masks	Mayans - weaving/dream catchers

	<i>geography of a region within North America, locating places in North &amp; South America</i>		<i>Create 3D Mayan masks - adding tint/tone to colours (Google Mayan Masks)</i>
Summer 1	<i>Climate Zones 8 points of a compass</i>	<i>Climate/compass: Mandala designs</i>	<i>Mandala designs Looking into patterns/symmetry: Mandala compass designs Clay compass</i>
Summer 2	<i>Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China</i>	<i>Ancient China: Shang Dynasty pictographs/typography</i>	<i>Shang Dynasty pictographs - children create our alphabet out of objects and photograph. What symbols or patterns can they see within school? Children then to create their own alphabet using symbols of choice. Create into a piece of artwork saying their name or a word to do with Ancient China?  Silk worms: painting/printing on silk</i>

## Art Progression for Year 5 (skills & understanding)

	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 5	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Explain the need for contrast within artwork</li> <li>Show reflections within their artwork</li> <li>Explain why they have chosen specific materials to draw with</li> <li>Use shading to create mood</li> <li>Add texture to objects through marks and lines</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Use paint as a means of expression alongside colour</li> <li>Create a range of moods in their paintings through technique</li> <li>Use music/sound as a form of expression</li> <li>Create tints and shades of primary and secondary colours</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Create a piece of artwork using both primary and hand-mixed secondary colours</li> <li>Print onto different materials including textiles</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Begin to use WWW/EBI to communicate how they might develop their work further</li> <li>Use their sketch books as a means of exploring their ideas, yet still keeping order</li> <li>Annotate ideas/drawings with what they have done and why they have done this</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Sculpt clay and other mouldable materials</li> <li>Use textile and sewing skills to display layering</li> <li>Experiment and combine materials to create a 3D outcome</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Select images that represent a particular topic</li> <li>Combine sensory (touch and sight) aspects to express a mood/emotion</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Use IT to create a piece of artwork which includes integration of digital images they have taken</li> <li>Take photographs to use as inspiration towards their artwork</li> <li>Use digital images to create typography</li> </ul>	By the end of year 5, pupils should be able to: <ul style="list-style-type: none"> <li>Read and interpret secondary sources pieces of information provided and begin to gather their own using books and the internet</li> <li>Experiment with different styles which artists have used in their own artwork</li> </ul>

## Year 6 DT 2019-20

	Topic in Theme lessons	DT being taught	Suggestions from CMC
Autumn 1	<i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i>	<i>Textiles: cup cosy</i>	<i>N/A</i>
Autumn 2	<i>Biomes and vegetation belts, latitude &amp; longitude, time zones</i>	<i>Textiles: cup cosy</i>	<i>N/A</i>
Spring 1	<i>Study of an aspect in British history that extends pupils' knowledge beyond 1066: A significant turning point in British history: World War II</i>	<i>Textiles: cup cosy</i>	<i>N/A</i>
Spring 2	<i>Locate world's countries - Europe (including Russia), study of region in European country, 4 &amp; 6 figure grid references</i>	<i>Country?</i>	
Summer 1	<i>Study of the UK counties and cities how they have changed over time, linking with the economic activity including trade links and distribution of natural resources incl. energy, food and water, fieldwork</i>		
Summer 2	<i>A significant turning point in English history - Votes for women</i>		

# DT Progression for Year 6 (skills & understanding)

	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 6	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain who their target audience is for their product and where it would be sold, considering culture and society's needs</li> <li>Develop and refine ideas, thinking outside of the box</li> <li>Create annotated sketches through a process of development</li> <li>Analyse a range of existing products</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Choose the correct tools for the job in hand</li> <li>Take on board criticism from themselves in order to change direction of what they are making</li> <li>Reflect on work using WWW/EBI methods using key vocabulary and specific terms to move themselves on in their learning</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Allow others to record their feedback in books as a means of peer-assessment</li> <li>Explain how they would further improve their own final product using specific key vocabulary</li> <li>Describe if their product is resilient enough to be 'used'</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain where a number of food products come from e.g. dairy</li> <li>Understand a number of ethical points e.g. Fairtrade, seasonality, food miles.</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Independently use a range of stitches</li> <li>Use decorative techniques with purpose</li> <li>Create templates where necessary</li> <li>Explain where their product could be sold with reasons for their choices</li> <li>Provide themselves with feedback as to how they can improve their own stitching</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use a circuit within their product</li> <li>Think of ways which by adding a circuit may improve their product</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use reflection points as a means for improvement to improve precision/accuracy</li> <li>Hide joins and points of assembling to enhance their end result</li> </ul>	<p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain with reasoning why they have chosen the specific materials</li> <li>Consider the environmental impact of the materials being used to prevent wastage</li> </ul>