

Finlay Community School

Art and Design Technology

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Art and Design Technology Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Art and DT teaching should, "engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." We intend to ensure children have the opportunity to explore using different mediums and build upon their skills as they progress through the school. Through the teaching of art and design, we intend to promote the spiritual, moral, cultural and physical development of pupils and prepare them for later life. This relates back to our SMILE values, as children will gain a greater understanding of the world through the cultural contributions of artists and designers while enhancing and refining their own skills.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we nearly there yet? Places and Locational Knowledge*
5. *Moving on up! Transition Year 1*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

Year 2

1. *Heroes in History: Florence Nightingale and Mary Seacole*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greece and the Olympics*

Year 5

1. *Chocolate: Mayans and Aztec Civilization*
2. *The Rainforest: North and South America, Deforestation*
3. *Invaders and Settlers: Anglo Saxons and Vikings*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School - 'I wonder...'	Who is who? Who lives at your house? How do you feel? What happens in autumn?	Who lives, far, far away? What happens in Winter? Christmas	What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the woods?	Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road?	What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari?	How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?
	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.		Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.		Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear etc.	
Reception	It's Good to be Me	Let's Celebrate	Once Upon a Time		Are we nearly there yet?	Moving on up!
Art Content DT Content	ART - draw/paint a self portrait Explore, use and refine a variety of artistic effects to express their ideas and feelings.	ART- Autumn Collage using leaves and celebrating this time of year ART- Bonfire night painting Return to and build on their previous learning, refining ideas and	DT Three little pigs create the pigs houses using straw, paper, sticks and junk modeling- Science links materials ART- Collage and painting Bean stalks Create collaboratively, sharing ideas, resources and skills.		DT- Make a Bear Mask Create collaboratively, sharing ideas, resources and skills.	DT- Party food recipes for end of year picnic Create collaboratively, sharing ideas, resources and skills.

		developing their ability to represent them.			
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race
Art Content DT Content	ART draw a toy/teddy- could be a modern toy or toy from the past. Could be children's own item. DT- Construction and Mechanical Skills- make a toy car using axels and wheels	ART Printmaking - create a print inspired by William Morris (Wallpaper designs from the Victorian era)	DT: Textiles- Make a stuffed toy or puppet using a running stitch	ART Painting hot and cold places (Arctic V Australia) Using Cold and warm colours	DT: Make a space rocket by cutting materials safely using simple tools. Demonstrate some cutting and shaping techniques DT: Food- prepare a Moon landing celebration feast ART Collage- space art collage
Year 2	Heroes in History Florence Nightingale and Mary Seacole		Around the World in ... Days Passport theme		The Great Fire of London & The Tudors
Art Content DT Content	ART Sculpture for making a lamp	ART Draw a portrait of either Mary Seacole or Florence Nightingale	ART Use weaving techniques- take inspiration from African or South American traditional textiles ART and DT Use dip Dye techniques to make a travel purse/bag	ART Painting- landscapes from around the world. Mix colours for a colour wheel DT: Food- recipes from around the world.	DT Great fire of London moving picture incorporating levers and sliders Art: Painting- Great Fire of London
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians
Art Content DT Content	ART Painting- cave painting project. Watercolour wash background with	ART Painting and Drawing. Study Stonehenge. Create a silhouette painting of	ART Printing, drawing- create prints inspired by Hokusai's many	DT- Construct a volcano choosing suitable techniques	ART Mixed media collage portraits in the style of ancient Egyptians DT- Egyptian recipes and cooking

	layered paint detail including animals. Charcoals and oil pastel included to add extra detail.	Stonehenge at sunset or sunrise	depictions of Mount Fuji. Look at the 36 views of Mount Fuji and the Great Wave.	to strengthen design	incorporating mosaic and montage	
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Art Content DT Content	ART Sculpture - clay - Roman pottery	DT Food- Roman Banquet DT- Series and parallel circuits (science link) Mechanical skills - levers, pulleys etc on Chariot	ART Sketching - sea shells	ART Paint Watercolour washes for the sea	ART and DT Weaving and stitching, Materials, Textiles - Flag for Olympic Team, Toga	
Year 5	Chocolate! Ancient Maya		Deforestation The Rainforest - North and South America		Invaders and Settlers - Saxons, Vikings and Mayans	
Art Content DT Content	DT (Cooking) recipes made with chocolate - links to Science ART Print Making inspired by Mayan culture	ART Painting Space inspired by the work of Peter Thorpe- linked to science	ART Collage (texture): Rainforest DT: Cam mechanism incorporating rainforest animals	ART Drawing (realistic) including shade and tone - animal	DT: (Cooking) Anglo Saxon recipes	DT: Viking long ship using wood and cardboard
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Art Content DT Content	ART Sculpture (using wire and moulds) - create a clay poppy DT- Textiles- Join textiles with a combination of stitching techniques.	DT (Food) cook a ration dish	ART Painting (David McEown - Antarctic Peninsula) Combine colours, tones and tints to enhance the mood of a piece.	ART Drawing Observational drawing - including lines, shadow and movement of Penguins to create an additional layer to artwork.	ART Printing, Textiles, Materials Creating costumes with seam allowance and printing	ART Digital Media: Stop start animation: Silent movie Enhance digital media by editing (including sound, video, animation, still images and installations).

	<i>Mend and make do linked to WW2</i>		<i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.</i>	<i>DT Construction, Materials and Mechanical: Lighthouse that lights up</i>		
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Art: Developing Ideas

	<i>Birth to Three</i>	<i>3 to 4 year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Collect and record ideas</i>				<i>Use artwork to record ideas</i>	<i>Give reasons for his/her preferences when looking at art/craft or design work</i>	<i>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</i>	<i>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</i>	<i>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</i>	<i>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</i>
<i>Evaluating and explaining</i>				<i>Explore what he/she likes about</i>	<i>Explore and explain what</i>	<i>Give reasons for his/her preferences</i>	<i>Articulate how he/she might improve their</i>	<i>Evaluate his/her work against</i>	<i>Adapt his/her own final work following</i>

				the work of others	he/she likes about the work of others including notable artists	when looking at art/craft or design work	work using technical terms and reasons as a matter of routine	their intended outcome	feedback or discussion based on their preparatory ideas
Using different techniques				Experiment with different materials to design and make products in two and three dimensions	Select particular techniques to create a chosen product and develop some care and control over materials and their use	Experiment with different materials to create a range of effects and use these techniques in the completed piece of work	Use taught technical skills to adapt and improve his/her work	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work	Refine his/her use of learnt techniques
Understand and describe the work of other artists/architects				Refine his/her use of learnt techniques	Know that different artistic works are made by craftspeople from different cultures and times	Know about some of the great artists, architects and designers in history and describe their work	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product	Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts

Progression of Knowledge, Skills and Understanding in the National Curriculum

Painting

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use different brushes and brush techniques				Use thick and thin brushes.	Can choose the appropriate thickness of brush	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Choose and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Use a range of brush techniques and the qualities of paint to create texture.	Choose and use a range of brush techniques and the qualities of paint to create texture.
Creating and using colour	Experiments with blocks, colours and marks	Explores colour and how colours can be changed	Explores what happens when he/she mixes colours	Mix primary colours to make secondary.	Create colour wheels from the primary colours (creating secondary colours)	Mix colours to create shades and tones	Mix colours effectively to create shades and tones. Add white to colours to make tints and black to colours to make tones.	Experiment with creating mood with colour.	Combine colours, tones and tints to enhance the mood of a piece.

<i>Use watercolour</i>						<i>Use watercolour paint to produce washes for backgrounds</i>	<i>Use watercolour paint to produce washes for backgrounds then add detail.</i>	<i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</i>	<i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces, drawing upon ideas from other artists.</i>
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Collage

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create texture		Is beginning to be interested in and describe the texture of things	Experiments to create different textures	Mix materials to create texture		Select and arrange materials for a striking effect.		Mix textures (rough and smooth, plain and patterned).	
Using different techniques			Understands that different media can be combined to create new effects	Sort and arrange materials.		Ensure work is precise.		Make textured collages from a variety of media and by folding, crumpling and tearing materials	
Using different techniques				Use a combination of materials that are cut, torn and glued.		Use coiling, overlapping, tessellation, mosaic and montage		Use ceramic mosaic materials and techniques.	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Sculpture

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Using shape</i>					<i>Use a combination of shapes.</i>		<i>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</i>		<i>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</i>
<i>Creating texture</i>					<i>Include lines and texture.</i>		<i>Include texture that conveys feelings, expression or movement.</i>		<i>Use tools to carve and add shapes, texture and pattern.</i>
<i>Materials</i>					<i>Use rolled up paper, straws, paper, card and clay as materials.</i>		<i>Use clay and other mouldable materials.</i>		<i>Use frameworks (such as wire or moulds) to provide stability and form.</i>
<i>Appearance</i>					<i>Use techniques such as rolling, cutting,</i>		<i>Add materials to provide interesting detail.</i>		<i>Combine visual and tactile qualities.</i>

					<i>moulding and carving.</i>				
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Drawing

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me."	Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects		Explore mark-making using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk	Draw lines of different sizes and thickness.	Use different tools to show line, tone and texture.	Use different hardnesses of pencils to show line, tone and texture.	Use lines to represent movement.	Use a variety of lines to represent movement.
Colouring own work				Colour (own work) neatly following the lines.	Colour (own work) neatly following the lines, choosing what style of felt tip/pencil to use.		Annotate sketches to explain and elaborate ideas.		
Sketching and drawing to create					Show pattern and texture by adding dots and lines.	Sketch lightly (no need to use a rubber to correct mistakes).	Sketch lightly (no need to use a rubber to correct mistakes) by	Explore different styles of drawing suitable for the work (e.g.	Choose different styles of drawing dependent on the task (e.g.

<i>different styles</i>							<i>choosing an appropriate tool to use (style of pencil).</i>	<i>realistic or impressionistic).</i>	<i>realistic or impressionistic)</i>
<i>Tone and shading</i>					<i>Show different tones by using coloured pencils.</i>	<i>Use shading to show light and shadow.</i>	<i>Use hatching and cross hatching to show tone and texture.</i>	<i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i>	<i>Use a choice of techniques to depict movement, perspective, shadows and reflection.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Printing

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Using Layers</i>				<i>Use repeating or overlapping shapes.</i>		<i>Use layers of two or more colours.</i>		<i>Build up layers of colours.</i>	
<i>Patterns</i>				<i>Mimic print from the environment (e.g. wallpapers).</i>		<i>Replicate patterns observed in natural or built environments.</i>		<i>Create an accurate pattern, showing fine detail.</i>	
<i>Materials Used</i>				<i>Use objects to create prints (e.g. fruit, vegetables or sponges).</i>		<i>Make printing blocks (e.g. from coiled string glued to a block).</i>		<i>Use a range of visual elements to reflect the purpose of the work</i>	
<i>Techniques</i>				<i>Press, roll, rub and stamp to make prints.</i>		<i>Make precise repeating patterns.</i>			

Progression of Knowledge, Skills and Understanding in the National Curriculum

Digital Media

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital media					Use a wide range of tools to create different textures, lines, tones, colours and shapes.		Create images, video and sound recordings and explain why they were created.		Enhance digital media by editing (including sound, video, animation, still images and installations).

Progression of Knowledge, Skills and Understanding in the National Curriculum

Textiles

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weaving					Use weaving to create a pattern.		Create weavings.		Print on fabrics using tie-dyes or batik
Stitching					Sort, cut and shape fabrics and		Develop techniques to join fabrics		Choose from a range of

					<p>experiment with ways of joining them</p>		<p>and apply decorations such as a running or over stitch</p> <p>Shape and stitch materials.</p>		<p>stitching techniques.</p> <p>Combine previously learned sewing techniques to create pieces with a seam allowance.</p>
<p>Using colour and finishing effect on fabric</p>					<p>Use dip dye techniques.</p> <p>Use plaiting.</p>		<p>Colour fabric.</p> <p>Quilt, pad and gather fabric.</p>		<p>Print on fabrics using tie-dyes or batik</p> <p>Show precision in techniques.</p>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Inspiration from Famous people

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss, research and replicate the works of people from the past				Discuss the work of notable artists, artisans and designers.	Describe the work of notable artists, artisans and designers.	Know about and replicate some of the great artists, architects and designers in history and describe their work	Describe and replicate some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied	Research and discuss and replicate various artists, architects and designers and discuss their processes and explain how these were used in the finished product	Research, describe and sketch the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
Use learning to inspire independent work.				Use some of the ideas of artists studied to create pieces.		Create original pieces that are influenced by studies of others		Show how the work of those studied was influential in both society and to other artists.	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Food

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling Tools	Show control in holding and using tools such as jugs. Show preference of dominant hand	Uses one handed tools and equipment (e.g. making snips)	Handles simple tools and materials safely with increasing control	Use simple tools (scissors, cutlery) prepare ingredients safely and hygienically.	Use a bridge to cut ingredients safely. Use appropriate to safely and hygienically peel or grate	Prepare ingredients hygienically using appropriate utensils and techniques	Prepare ingredients hygienically using appropriate utensils, techniques and processes (blending, melting, kneading, whisking, juicing)	Select appropriate ingredients and select and use a wide range of techniques to combine them	Research and select appropriate ingredients and select and use a wide range of techniques to combine them. Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
Measuring	Use language relating to size.	Begin to use language relating to weight and measure.	Use everyday language to talk about weight, and begin to measure in non-standard units e.g. cups	Begin to measure or weigh using measuring cups or electronic scales.	Measure or weigh accurately using various equipment, such as measuring cups or electronic scales.	Measure ingredients to the nearest gram accurately.	Measure ingredients to the nearest gram/ml accurately, using a range of equipment.	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	Measure accurately, using both metric and imperial units, and calculate ratios of ingredients to scale up or down from a recipe.

<i>Follow a recipe</i>		<i>Begin to safely use and explore tools when preparing food.</i>	<i>Safely use and explore tools and techniques when preparing food, beginning to understand the importance of a healthy and balanced diet.</i>	<i>Assemble or cook using a small number of ingredients</i>	<i>Assemble or cook using a larger variety of ingredients</i>	<i>Read and follow a recipe that involves using simple techniques.</i>	<i>Read and follow a recipe which involves several processes, skills and techniques.</i>	<i>Demonstrate a range of baking and cooking techniques.</i>	<i>Demonstrate a range of baking and cooking techniques, applying knowledge of previous skills.</i>
<i>Create recipes</i>						<i>Begin to assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</i>	<i>Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).</i>	<i>Create recipes, including ingredients and methods, and choice of appropriate electrical equipment.</i>	<i>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Materials

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Control and accuracy when cutting</i>	Begin to show control in larger movements, such as stirring.	Begin to show some control in smaller movements, such as sprinkling.	Show some control and co-ordination in small movements.	Cut materials safely using simple tools with support e.g. children's scissors	Cut materials safely using tools provided e.g. fabric scissors	Cut materials safely by selecting appropriate tools from a choice.	Cut materials accurately and safely by selecting appropriate tools from a range of options.	Cut materials with more accuracy and refine the finish with a given tool (such as sanding wood after cutting).	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
<i>Measure with accuracy</i>			Draw around a template with some accuracy.	Measure and mark out using a template.	Measure and mark out to the nearest centimetre.	With support, measure and mark out to the nearest centimetre or millimetre.	Measure and mark out to the nearest millimetre.	Begin to show an understanding of the qualities of materials, and choose appropriate tools to cut and shape from a given choice (such as the nature of fabric may require sharper scissors than would be	Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

								used to cut paper).	
Cutting and shaping techniques		Demonstrate some gross-motor techniques.	Demonstrate some fine-motor techniques.	Demonstrate some cutting and shaping techniques (such as tearing, cutting simple shapes, folding and curling).	Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Begin to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).		
Joining techniques		Join materials together using glue with support.	Join materials together using different types of glue.	Begin to demonstrate a range of joining techniques (such as a range of glue types appropriate to the task).	Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	Begin to select appropriate joining techniques from a choice of three.	Select from a range of appropriate joining techniques for a task	With support, make careful and precise measurements so that joins are in exactly the right place.	With support, make careful and precise measurements so that joins are in exactly the right place.

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Textiles

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Shaping textiles</i>				Shape textiles using simple templates.	Shape textiles using a range of templates.		Understand the need for a seam allowance.		Create various objects that employ a seam allowance.
<i>Using stitches</i>				Join simple materials using a straight running stitch (holes can already be given).	Join a range of textiles using running stitches.		Join textiles with two types of stitching.		Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
<i>Decorate items</i>		Begin to decorate textiles using equipment appropriately, with support.	Decorate textiles using equipment appropriately.	Colour and decorate textiles using simple techniques (adding sequins with glue or printing with paint).	Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins with hot glue or printing).		Select the most appropriate techniques from a wide range of options to decorate textiles.		Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Electronic Skills

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use electronics and circuits					Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).		Create series and parallel circuits		Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Computing Skills

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use computing to design a product				Model designs using simple software	Model designs using software	Control and monitor models using simple software designed for this purpose.	Control and monitor models using software designed for this purpose.	Write code to control and monitor models or products	Write code and apply understanding of software to control and monitor models or products

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Construction Skills

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Construct products				Use materials to practise screwing and glue to make	Use materials to practise drilling, screwing, gluing and nailing	Choose suitable techniques to construct and strengthen products.		Develop practical skills to create products (such as cutting, drilling and screwing, nailing, gluing,	

				<i>products stronger.</i>	<i>materials to make and strengthen products.</i>			<i>filling and sanding).</i>	
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Mechanical Skills

	<i>Birth to Three</i>	<i>3 to 4 year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Create mechanical products</i>			<i>Observe how toys move.</i>	<i>Create products using axles and wheels.</i>	<i>Create products using levers, sliders, wheels and winding mechanisms</i>	<i>Begin to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers and winding mechanisms).</i>	<i>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</i>	<i>Explore a range of mechanical systems for designing and making that include converting rotary motion to linear using cams.</i>	<i>Use complex mechanical systems both in designing and making, including converting rotary motion to linear using cams.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Design, Make, Evaluate and Improve

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Design products</i>			Discuss what they want an outcome to look like e.g. selecting a topping for a pizza.	Begin to design products that have a clear purpose and an intended user.	Design products that have a clear purpose and an intended user.	Design with purpose by beginning to identify a user.	Design with purpose by identifying opportunities to design.	Design with the user in mind, and be given the service the product will offer.	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
<i>Make products</i>			Make products with support.	Make products, and begin to refine the design as work progresses.	Make products, refining the design as work progresses.	Make products by beginning to work efficiently (such as by carefully selecting materials).	Confidently make products by working efficiently (such as by carefully selecting materials).	Begin to make products through stages of prototypes, making continual refinements with support.	Make products through stages of prototypes, making continual refinements.
<i>Refine work</i>						Refine work and techniques as work progresses.	Refine work and techniques as work progresses, continually evaluating the product design.	Begin to consider the finish of a product, using art skills where appropriate.	Ensure products have a high quality finish, using art skills where appropriate.

<i>Use software</i>				<i>Begin to use simple software to design.</i>	<i>Use a range of software to design.</i>	<i>Begin to use simple software to design and represent product designs.</i>	<i>Use a bigger range of software to design and represent product designs.</i>	<i>Use prototypes and computer aided designs to represent designs.</i>	<i>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</i>
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Design & Technology: Take inspiration from design throughout history

	Birth to Three	3 to 4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Explore objects and designers</i>				Explore objects to identify likes and dislikes of the designs.	Explore objects and designs to identify likes and dislikes of the designs.	Identify some of the great designers in all of the areas of study to generate ideas for designs.	Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.	Combine some elements of design from a range of inspirational designers throughout history.	Confidently combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
<i>Discuss a product and suggest improvements</i>		Discuss likes and dislikes.	Discuss likes and dislikes, similarities and differences.	Suggest improvements to existing designs, with support.	Suggest improvements to existing designs.	Improve upon existing designs, giving reasons for choices.	Improve upon a range of existing designs, giving reasons for choices.	Begin to create innovative designs that improve upon existing products.	Create innovative designs that improve upon existing products.
<i>Consider how a product has been made</i>			Discuss the process of making a product.	Begin to consider how products have been created	Explore how products have been created	Disassemble simple products to understand how they work.	Disassemble products to understand how they work.	Evaluate the design of products, and begin to suggest improvements to the user experience.	Evaluate the design of products so as to suggest improvements to the user experience.

Characteristics of Effective Art and Design Teaching

What would I see in a unit of Art and Design? What would I see in a Lesson?

<p>Recap at the beginning of the lesson to teach children how this unit links to their previous learning and how the art/design based skills feed into the history/geography/science theme they are covering.</p>	<p>Developing art and design skills through teaching in a sequence of lessons. Relating back to previous years' work and skill acquisition where applicable.</p>	<p>Asking and answering art based questions. Children are given the opportunity to share their ideas and opinions about art/artist and develop their own ideas around what they like or do not like about a certain artist or designers work.</p>
<p>Language rich: using and developing art/design language and terminology.</p>	<p>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</p>	<p>Children evaluating their work and given opportunity to modify and refine ideas. Where possible- children able to share work with peers (gallery wall, gallery walk around class 5 minutes at the end of lesson)</p>
<p>Use of artists and designers where appropriate for inspiration and to provide a historical and cultural context.</p>	<p>Model art/design skill and have examples for the children to see the stages of making and an idea of a final outcome</p>	<p>Development of knowledge, skills and understanding in line with the National Curriculum.</p>

Finlay Community School Reception- Art knowledge organiser

Overview

Art and Design

-In Art and Design, we learn to be creative, using our imaginations to show feelings and ideas.

-Art can be anything that we can sense: things we can see, hear, feel, smell, or taste.

-Designing is about thinking up ideas to solve problems and to get the result that we want.

In EYFS, early Art and Design is found in the 'Expressive Arts and Design' learning area.



Being Imaginative

Imagination

Using your imagination is about having new ideas! When using our imaginations, we create things that we find fun and interesting. We can also show different emotions (how we feel) and create new things that are not real.



Designing

When we are designing, we are thinking about ways that we can get a result (a finished piece of work) that we want or need. Some questions that designers might ask: -How can we fix problems in our world? -What things look/sound/feel good together? We should also think about what it is for (purpose) and who will use it.



The Five Senses

Our senses work together to help us to take in what is going on around us. When we create art, we need to think about what it does to each of our senses.

Key Vocabulary

Art

Design

Colour

Texture

Creative

Emotions

Tools

Imagination

Five Senses

Exploring and Using Media and Materials



Mixing Colours
Sub-Area: Exploring and Using Media and Materials

Colours can be mixed together to make other colours.
-The three primary colours are blue, red and yellow

Blue + Yellow = Green Yellow + Red = Orange

Red + Blue = Purple Black + White = Grey

White + Red = Pink Red + Green = Brown

-Adding more or less of colours makes different shades.



Textures
Sub-Area: Exploring and Using Media and Materials

Texture is how something feels to touch.
We can use adjectives to describe different textures:

Bumpy - Lego Rough - Sandpaper Hard - Wall

Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow

Lumpy - Bean Bag Prickly - Thorns Shiny - Car

Different textures are useful for different products.



Using Tools
Sub-Area: Exploring and Using Media and Materials

Tools are objects that help us to change things. They do many different jobs. Examples of art tools are:

Pencils/Pens Paint Brushes Droppers Rollers Scissors

Hole Punch Stapler Glue-Stick Eraser

Different Art Forms



Drawing/Painting

Drawing and painting are types of visual art (art that can be seen). Lines are used to create shapes and objects. By mixing colours, we can create new shades.



Sculpture

Sculpture is another type of visual art. Sculptures are made using objects (not drawn onto paper). The objects can be cut, carved, stuck or arranged in different ways.



Music and Dance

Music is a type of art that can be heard - it is about different sounds and sound patterns. Dance is how we can use our bodies to move to music. Dancing can be performed in patterns (dance sequences).



Photography and Role-Play

Photography allows us to capture the art that we see in the world around us. We can edit the photographs in different ways.
Role-play is when we act as another person or character (real or imagined).

Developmental Stages

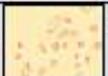
1. Random scribble



2. Partially-Controlled Scribble



3. Controlled Scribble



4. Controlled Scribble



5. 'Tadpoles'



6. 'Head - Feet Symbols'



8. Large Head Partial Stick Man



8. Large Head Stick Man



9. Figure Schema





Finlay Community School – Reception – D & T knowledge organiser



Overview	
<p>Design and Technology</p> <p>-In <u>Design and Technology</u>, we look at the ways that things work and the jobs that they do.</p> <p>-We learn to <u>research</u>, <u>design</u> and <u>make</u> products.</p> <p>-Learning about <u>Food and Nutrition</u> is also a part of D+T.</p> <p>In <u>EYFS</u>, early Design and Technology content is found in the following areas of learning:</p> <ul style="list-style-type: none"> -Expressive Arts and Design -Understanding the World -Physical Development 	 

Understanding the World		Key Vocabulary
<p>Technology Sub-Area: Technology</p> <p>-In order to make toys and real-world objects work, there are often different parts that you need to push, pull, twist or turn.</p> <p><u>Technological Toys</u></p> <p>-Technological toys are toys that use modern science in order to work, e.g. smart phones, cameras, tablets and computers. These toys can work in different ways, e.g. by typing letters on keys on computer, or pressing a button to make a camera take a picture.</p>  <p><u>Knobs, Handles and Pulleys</u></p> <p><u>Knobs</u>: A sticky out part of a product, that is normally round. Examples include <u>door-knobs</u>, <u>drawer-knobs</u> or <u>volume dials</u> on radios.</p> <p><u>Handles</u>: A part of a product made for a hand to hold. Examples include <u>scissors</u>, <u>door handles</u>, and the part that you hold on an <u>Xbox controller</u>!</p> <p><u>Pulleys</u>: A part of a product that has a rope or chain that runs around a wheel, helping us to lift or move things, e.g. a <u>flagpoles</u> or <u>elevators</u>.</p>	<p>Product</p> <p>Technology</p> <p>Colour</p> <p>Texture</p> <p>Scissors</p> <p>Tools</p> <p>Imagination</p> <p>Knob</p> <p>Pulley</p>	

Expressive Arts and Design		
	<p>Mixing Colours</p> <p>Sub-Area: Exploring and Using Media and Materials</p>	<p>Colours can be <u>mixed together</u> to make other colours.</p> <p>-The three <u>primary colours</u> are <u>blue</u>, <u>red</u> and <u>yellow</u>.</p> <p>Blue + Yellow = Green Yellow + Red = Orange</p> <p>Red + Blue = Purple Black + White = Grey</p> <p>White + Red = Pink Red + Green = Brown</p> <p>-Adding more or less of colours makes different <u>shades</u>.</p>
	<p>Textures</p> <p>Sub-Area: Exploring and Using Media and Materials</p>	<p>Texture is how something feels to touch.</p> <p>We can use adjectives to describe different textures:</p> <p>Bumpy - Lego Rough - Sandpaper Hard - Wall</p> <p>Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow</p> <p>Lumpy - Bean Bag Prickly - Thorns Shiny - Car</p> <p><u>Different textures</u> are useful for <u>different products</u>.</p>
	<p>Using Your Imagination!</p> <p>Sub-Area: Being Imaginative</p>	<p>Using your <u>imagination</u> is about having new ideas!</p> <p>-How can we <u>fix problems</u> in our world?</p> <p>-What things <u>look/sound/feel good together</u>?</p> <p>-What makes things <u>fun and interesting</u>?</p> <p>Think about what it is for (<u>purpose</u>) and who will use it.</p>

Physical Development		
	<p>Using Scissors</p> <p>Sub-Area: Moving and Handling</p>	<p><u>Scissors</u> are a type of cutting tool.</p> <p>-They can <u>be used</u> to cut things like card and paper.</p> <p>-To hold scissors, put your <u>thumb</u> in the <u>front hole</u>.</p> <p>-Put your <u>index</u> and <u>middle fingers</u> in the <u>back hole</u>.</p> <p>-Other fingers support on the outside.</p> <p>-When you bring your <u>fingers apart</u>, the <u>scissors open</u>.</p> <p>-When fingers are brought together, <u>the scissors close</u>.</p> <p>-Learn the <u>Health and Safety</u> rules for scissors below.</p>
	<p>Using Simple Tools</p> <p>Sub-Area: Moving and Handling</p>	<p>Tools are objects that help us to change things. They do many different jobs. Some examples of tools are:</p> <p><u>Arts and crafts</u>: pencil, felt tips, paint brush, eraser</p> <p><u>Cooking</u>: wooden spoon, spatula, peeler, rolling pin</p> <p><u>Gardening</u>: shovel, rake, watering can, trowel</p>

Health and Safety								
-Always walk slowly when carrying scissors around.	-Hold the blade down when walking with scissors.	-Pass scissors handle first to others.	-Sit down when cutting using scissors.	-Keep working areas tidy and put things away where they belong.	-Wear an apron and safety goggles where needed.	-Always walk around the workspace, never run.	-Make sure that you wash your hands, and tie back long hair.	Let the teacher know when something has been spilled.