			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			DT: Eat more fruits and vegetables	Art: Mark making	Art: Colour Creations	DT: Moving minibeasts	DT: Stable structures	Art: Animal Art
			1080100.00	Artistic Focus: Drawing	Artistic Focus: Painting	DT Focus: Designing, making	DT Focus: Exploring	Artistic Focus: Drawing and
		Focus	DT focus: Food, designing	_		and evaluating	material and structures,	sculpture
		Ξ.	and making				designing, making	
			Design purposeful,	Experiment with a variety of	Use a variety of tools and	Design purposeful, functional,	Design purposeful,	Experiment with a variety of
			functional, appealing	media; pencils, rubbers,	techniques including different	appealing products for	functional, appealing	media; pencils, rubbers,
			products for themselves	crayons, felt tips, chalk.	brush sizes and types.	themselves and other users	products for themselves	crayons, felt tips, chalk.
			and other users based on			based on design criteria	and other users based on	
			design criteria.	Control the types of marks	Mix and match colours to		design criteria	Control the types of marks
				made with the range of	artefacts and objects.	Generate, develop, model		made with the range of
			Generate, develop, model	media.	Form and the state of the state	and communicate their ideas	Generate, develop, model	media.
			and communicate their	Name, match and draw	Experiment with tools and	through talking, drawing,	and communicate their	Name, match and draw
			ideas through talking, drawing, templates,	lines/marks from	techniques e.g. layering, mixing media, scrapping through.	templates, mock-ups and, where appropriate,	ideas through talking, drawing, templates, mock-	lines/marks from
			mock-ups and, where	observations.	media, scrapping through.	information and	ups and, where	observations.
			appropriate, information	observations.	Identify primary colours by name.	communication technology	appropriate, information	observations.
			and communication	Invent new lines.	, p	,	and communication	Invent new lines.
			technology.		Mix primary shades and tones.	Select from and use a range	technology	
				Draw on different surfaces		of tools and equipment to		Draw on different surfaces
			Select from and use a	with a range of media.		perform practical tasks [for	Select from and use a range	with a range of media.
			range of tools and			example, cutting, shaping,	of tools and equipment to	
			equipment to perform	Observe and draw shapes		joining and finishing]	perform practical tasks [for	Observe and draw shapes
			practical tasks [for	from observations.			example, cutting, shaping,	from observations.
			example, cutting,	Draw shapes in between		Select from and use a wide	joining and finishing]	Draw shapes in between
			shaping, joining and	objects.		range of materials and	Calaat frams and was a wide	objects.
			finishing] select from and	Investigate tone by drawing		components, including	Select from and use a wide	Investigate tone by drawing
			use a wide range of materials and	Investigate tone by drawing light/dark lines, light/dark		construction materials, textiles and	range of materials and components, including	Investigate tone by drawing light/dark lines, light/dark
			components, including	patterns, light dark shapes		ingredients, according to	construction materials,	patterns, light dark shapes
			construction materials,	etc.		their characteristics	textiles and ingredients,	etc.
			textiles and ingredients,				according to their	
			according to their	Investigate textures by		Explore and evaluate a range	characteristics	Investigate textures by
			characteristics	describing, naming, rubbing		of existing products		describing, naming, rubbing
				and copying.			Explore and evaluate a	and copying.
			Explore and evaluate a			Evaluate their ideas and	range of existing products	
			range of existing products			products against design		Experiment with constructing
		ints				criteria	Build structures, exploring	and joining recycled, natural
		nen	Use the basic principles of			Evalore and use mesher is	how they can be made	and manmade materials.
		ten	a healthy and varied diet to prepare dishes			Explore and use mechanisms [for example, levers, sliders,	stronger, stiffer and more stable	Manipulate malleable
		Sta	to prepare distres			wheels and axles], in their	Stable	materials in a variety of ways
		Ē	Understand where food			Products		including rolling and
ပွ	4	E CE	comes from					kneading.
Otters	Cycle	Curriculum Stateme						
0	Ó	ت 						Explore sculpture.

			Art: Colour creations	Art: Henri Rousseau-	DT: Stable structures	Art: Africa art	DT: Eat more fruits and	DT: Moving mini beasts
				Landscapes			vegetables	
		S	Artistic Focus: Painting		DT Focus: Exploring material	Artistic focus: Sculpture		DT Focus: Designing,
		Focus		Artistic focus: Painting	and structures, designing,		DT focus: Food,	making and evaluating
	F	ш			making		designing and making	
			Use a variety of tools and	Use a variety of tools and	Design purposeful, functional,	Experiment with constructing	Design purposeful,	Design purposeful,
			techniques including different brush sizes and	techniques including different brush sizes and types.	appealing products for themselves and other users	and joining recycled, natural and manmade materials.	functional, appealing	functional, appealing products for themselves and
			types.	brush sizes and types.	based on design criteria	and manmade materials.	products for themselves and other users based on	other users based on design
			types.	Mix and match colours to	based on design criteria	Manipulate malleable	design criteria	criteria
			Mix and match colours to	artefacts and objects.	Generate, develop, model and	materials in a variety of ways	accign circula	6.1.6.1.0
			artefacts and objects.	,	communicate their ideas through	including rolling and	Generate, develop, model	Generate, develop, model
				Experiment with tools and	talking, drawing, templates,	kneading.	and communicate their	and communicate their ideas
			Experiment with tools	techniques e.g. layering,	mock-ups and, where		ideas through talking,	through talking, drawing,
			and techniques e.g.	mixing media, scrapping	appropriate, information and	Explore sculpture.	drawing, templates, mock-	templates, mock-ups and,
			layering, mixing media,	through.	communication technology		ups and,	where appropriate,
			scrapping through.	Identify primary colours by	Select from and use a range of		where appropriate, information and	information and communication technology
			Identify primary colours	name.	tools and equipment to perform		communication technology	communication technology
			by name.	name.	practical tasks [for example,		communication technology	Select from and use a range
			,	Mix primary shades and	cutting, shaping, joining and		Select from and use a range	of tools and equipment to
			Mix primary shades and	tones.	finishing]		of tools and equipment to	perform practical tasks [for
			tones.				perform practical tasks [for	example, cutting, shaping,
					Select from and use a wide range		example, cutting, shaping,	joining and finishing]
					of materials and components,		joining and finishing]	
					including construction materials,		Select from and use a wide	Select from and use a wide
					textiles and ingredients, according to their characteristics		range of materials and	range of materials and components, including
					decorating to their characteristics		components, including	construction materials,
					Explore and evaluate a range of		construction materials,	textiles and
					existing products		textiles and	ingredients, according to
							ingredients, according to	their characteristics
					Build structures, exploring how		their characteristics	
					they can be made stronger,			Explore and evaluate a range
					stiffer and more stable		Explore and evaluate a	of existing products
		nts					range of existing products	Evaluate their ideas and
		Statements					Use the basic principles of a	products against design
		ate					healthy and varied diet to	criteria
		St					prepare dishes	
		ľα						Explore and use mechanisms
srs	e B	ij					Understand where food	[for example, levers, sliders,
Otters	Cycle	Curriculum					comes from	wheels and axles], in their
	<b>-</b>							Products

			Art: Andy Warhol	Art: Famous buildings	Art: Earth art	DT: Perfect Pizzas	DT: Story books	Art: LS Lowry
		Focus	Artistic Focus: Painting	Artistic Focus: Drawing	Artistic Focus: Sculpture	DT Focus: Food, designing, making and evaluating	DT Focus: Designing, making, evaluating and exploring leavers and linkages	Artistic Focus: Drawing
			Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Mix colours and know which primary colours make secondary colours.  Use more specific colour language.  Mix and use tints and shades.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.  Use sketch book to collect, develop and evaluate ideas.  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks.  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.	Shape, form, model and construct from observation or imagination.  Use recycled, natural and manmade materials to create sculptures.  Plan a sculpture through drawing and other preparatory work.  Produce intricate patterns and textures in a malleable media.	Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products evaluate their ideas and products against design criteria  Use the basic principles of a	linkages  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],  Accurately 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	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.  Use sketch book to collect, develop and evaluate ideas.  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks.  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.
		Stateme		Apply tone in a drawing in a simple way.		healthy and varied diet to prepare dishes	Investigate and analyse a range of existing products	Apply tone in a drawing in a simple way.
Foxes	Cycle A	Curriculum Statements		Create textures with a wide range of drawing		Understand where food comes from	evaluate their ideas and products against their own design criteria and consider	Create textures with a wide range of drawing
ı,	5	ū		implements.			-	implements.

				Apply a simple use of pattern and texture in a drawing.			the views of others to improve their work  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers	Apply a simple use of pattern and texture in a drawing.
			DT: Puppets	Art: Sparks and Flame	Art: Aboriginal art	DT: British inventors	and linkages] DT: Light up signs	DT: Vehicles
		Focus	DT Focus: Designing, making and evaluating	Artistic Focus: Sculpture	Artistic Focus: Drawing	DT Focus: Researching products, understanding key technological advances and strengthening structures	DT Focus: Electrical elements, designing, making, evaluating	DT Focus: Use of mechanisms (leavers, wheels, axles etc) designing, making and
		Statements	Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components,	Shape, form, model and construct from observation or imagination.  Use recycled, natural and man-made materials to create sculptures.  Plan a sculpture through drawing and other preparatory work.  Produce intricate patterns and textures in a malleable media.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.  Use sketch book to collect, develop and evaluate ideas.  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks.  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Understand how key events and individuals in design and technology have helped shape the world  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	evaluating  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to
Foxes	Cycle B	Curriculum Sta	including construction materials, textiles and ingredients, according to their characteristics		Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way.		Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,	their characteristics  Explore and evaluate a range of existing products

	Т		Evalore and custosts s				according to the six	Evaluate their ideas and
			Explore and evaluate a range of existing products		Create textures with a wide range		according to their functional properties and	Evaluate their ideas and products against design
			lange of existing products		of drawing implements.		aesthetic qualities	criteria
			Evaluate their ideas and		Apply a simple use of pattern and		destrictic quanties	Citteria
			products against design		texture in a drawing.		Investigate and analyse a	Explore and use mechanisms
			criteria		texture in a drawing.		Investigate and analyse a range of existing products	[for example, levers, sliders,
			Criteria				evaluate their ideas and	wheels and axles], in their
								Products
							products against their own design criteria and consider	Products
							the views of others to	
							improve their work	
			DT: Burgars	DT: Seasonal stockings	DT: Chinese Inventions	Art: Van Gogh	Art: Viewpoints	DT: Birdhouse builders
			DT: Burgers	D1. Seasonal Stockings	D1. Chinese inventions	Art. van dogn	Art. viewpoints	D1. Birdilouse builders
			DT	DT.5 T. 17	5	Artistic Focus: Painting	Artistic Focus: Painting	5
			DT Focus: Food,	DT Focus: Textiles,	DT Focus: Designing, making,	Artistic Focus: Painting	Artistic Focus. Painting	DT Focus: Designing,
			designing, making,	designing making and	evaluating, understanding key			making and evaluating
		v	investigating,	evaluating	technological advances,			
		Focus	analysing and		understanding and using			
		Ξ.	evaluating		mechanical systems			
			Use research and develop	Use research and develop	Use research and develop design	Develop a painting from a	Develop a painting from a	Use research and develop
			design criteria to inform	design criteria to inform the	criteria to inform the design of	drawing .	drawing .	design criteria to inform the
			the design of innovative,	design of innovative,	innovative, functional, appealing			design of innovative,
			functional, appealing	functional, appealing	products that are fit for	Carry out preliminary studies,	Carry out preliminary	functional, appealing
			products that are fit for	products that are fit for	purpose, aimed at particular	trying out different media	studies, trying out different	products that are fit for
			purpose, aimed at	purpose, aimed at particular	individuals or groups	and materials and mixing	media and materials and	purpose, aimed at particular
			particular individuals or	individuals or groups		appropriate colours.	mixing appropriate colours.	individuals or groups
			groups		Generate, develop, model and			
				Generate, develop, model	communicate their ideas through	Create imaginative work from	Create imaginative work	Generate, develop, model
			Generate, develop, model	and communicate their ideas	discussion, annotated sketches,	a variety of sources e.g.	from a variety of sources	and communicate their ideas
			and communicate their	through discussion,	cross-sectional and exploded	observational drawing,	e.g. observational drawing,	through
			ideas through discussion,	annotated sketches, cross-	diagrams, prototypes, pattern	themes, poetry, music.	themes, poetry, music.	discussion, annotated
			annotated sketches,	sectional and exploded	pieces and computer-aided			sketches, cross-sectional and
			cross-sectional and	diagrams, prototypes, pattern	design	Mix and match colours to	Mix and match colours to	exploded
			exploded diagrams,	pieces and computer-aided		create atmosphere and light	create atmosphere and	diagrams, prototypes,
			prototypes, pattern	design	Select from and use a wider	effects.	light effects.	pattern pieces and
			pieces and computer-		range of materials and			computer-aided
			aided design	Select from and use a wider	components, including	Be able to identify primary	Be able to identify primary	design
				range of tools and equipment	construction materials, textiles	secondary, complementary	secondary, complementary	select from and use a wider
			Select from and use a	to perform practical tasks [for	and ingredients, according to	and contrasting colours.	and contrasting colours.	range of tools and
		ts	wider range of tools and	example, cutting, shaping,	their functional properties and			equipment to
		neu	equipment to perform	joining and finishing],	aesthetic qualities	Work with complementary	Work with complementary	perform practical tasks [for
		Curriculum Statemen	practical tasks [for	accurately		colours.	colours.	example, cutting, shaping,
		itat	example, cutting,		Evaluate their ideas and products			joining
		E S	shaping, joining and	Select from and use a wider	against their own design criteria			and finishing], accurately
ন	_	를	finishing], accurately	range of materials and	and consider the views of others			select from and use a wider
Badgers	e /	ŗ	l	components, including	to improve their work			range of materials and
3ad	Cycle	j	Investigate and analyse a	construction materials,				
	•		range of existing products	textiles and ingredients,				

				according to their functional	Understand how key events and			components, including
			Evaluate their ideas and	properties and	individuals in design and			construction materials,
			products against their	aesthetic qualities	technology have helped shape			textiles and
			own design criteria and		the world			ingredients, according to
			consider the views of	Investigate and analyse a	Understand and use mechanical			their functional properties
			others to improve their	range of existing products	systems in their products [for			and
			work	evaluate their ideas and	example, gears, pulleys, cams,			aesthetic qualities
			WOTK	products against their own	levers and linkages]			investigate and analyse a
				design criteria and consider	levers and inikages			range of existing products
				the views of others to				evaluate their ideas and
				improve their work				products against their own
				Improve their work				design
								criteria and consider the
								views of others to improve
								their work
			Art: Sculpting Vases	Art: Flanders fields	DT: Fashion and textiles	DT: Building bridges	Art: Famous fashions	Art: Express yourself
			7 ii c. Scuiptilig vases	7. C. Flanders Helds	D1. Tusinon and textiles	Dr. Dallallig bridges	7 ii c. i aimous iasimons	, i.e. Express yoursell
			Artistic Focus: Sculpture	Artistic Focus: Painting	DT Focus: Researching,	DT Focus: Designing,	Artistic Focus: Drawing	Artistic Focus: Sculpture
		ns			designing, making and	evaluating, reinforcing		
		Focus			1 0 0			
			Chana famous mandal and	Davidas a saintina forma	evaluating	complex structures	Manual france and state of	Character and all and
			Shape, form, model and	Develop a painting from a	Use research and develop design	Use research and develop	Work from a variety of	Shape, form, model and
			construct from	drawing .	criteria to inform the design of	design criteria to inform the	sources including	construct from observation
			observation or	Common to a maltimatica and a structural	innovative, functional, appealing	design of innovative,	observation, photographs	or imagination.
			imagination.	Carry out preliminary studies,	products that are fit for	functional, appealing	and digital images.	Han an avallad an dissal and
			lles resueled restored and	trying out different media	purpose, aimed at particular	products that are fit for	NA/auly in a system and a sel	Use recycled, natural and man-made materials to
			Use recycled, natural and man-made materials to	and materials and mixing	individuals or groups	purpose, aimed at particular individuals or groups	Work in a sustained and independent way to create	
			create sculptures.	appropriate colours.	Generate, develop, model and	iliaividuais of groups	a detailed drawing.	create sculptures.
			create sculptures.	Create imaginative work from	communicate their ideas through	Generate, develop, model	a detailed drawing.	Plan a sculpture through
			Plan a sculpture through	a variety of sources e.g.	discussion, annotated sketches,	and communicate their ideas	Develop close observation	drawing and other
			drawing and other	observational drawing,	cross-sectional and exploded	through discussion,	skills using a variety of view	preparatory work.
			preparatory work.	themes, poetry, music.	diagrams, prototypes, pattern	annotated sketches, cross-	finders.	preparatory work.
			preparatory work.	themes, poetry, music.	pieces and computer-aided	sectional and exploded	illiders.	Produce intricate patterns
			Produce intricate	Mix and match colours to	design	diagrams, prototypes, pattern	Use a sketchbook to collect	and textures in a malleable
			patterns and textures in a	create atmosphere and light	design	pieces and computer-aided	and develop ideas.	media.
			malleable media.	effects.	Select from and use a wider	design	and develop ideas.	media.
			aeazie iiieaiai		range of tools and equipment to	acs.g	Identify artists who have	
				Be able to identify primary	perform practical tasks [for	Evaluate their ideas and	worked in a similar way to	
				secondary, complementary	example, cutting, shaping, joining	products against their own	their own work.	
		nts		and contrasting colours.	and finishing]	design criteria and consider		
		Curriculum Stateme		0		the views of others to	Use dry media to make	
		ate		Work with complementary	Accurately select from and use a	improve their work	different marks, lines,	
		55		colours.	wider range of materials and	-	patterns and shapes within	
		Σ			components, including	Apply their understanding of	a drawing.	
ers	8	<u>[</u>			construction materials, textiles	how to strengthen, stiffen		
Badgers	Cycle	i i			and ingredients, according to	and reinforce more complex	Experiment with wet media	
Ä	ا ت	Ō			their functional properties and	structures	to make different marks,	

	1				al at Pat t at t	T	Proceedings to the second seco	1
					aesthetic qualities investigate		lines, patterns, textures and	
					and analyse a range of existing		shapes.	
					products		Evalore colour miving and	
							Explore colour mixing and	
					Evaluate their ideas and products		blending techniques with	
					against their own design		coloured pencils.	
					criteria and consider the views of		Lie different to the invest	
					others to improve their work		Use different techniques	
							for different purposes i.e.	
							shading, hatching within their own work.	
							their own work.	
							Perspective and	
							Composition	
							Begin to use simple	
							perspective in their work	
							using a single focal point	
							and horizon.	
							Begin to develop an	
							awareness of composition,	
							scale and proportion in	
							their paintings e.g.	
							foreground, middle ground	
							and background.	
							Character of have	
							Show an awareness of how	
			DT: Programming	DT: Seasonal food	Art: Journeys	Art: A sense of place	paintings are created.  Art: Cityscapes	DT: Making mini
			Pioneers	Dr. Seasonai 1000	Aic. Journeys	Art. A serise of place	Ait. Cityscapes	greenhouses
			Fiorieers	DT Facus Food	Artistic Focus: Painting	Artistic Focus: Drawing	Artistic Focus: Sculpture	greennouses
			575	DT Focus: Food,	Artistic rocus. running	Artistic rocus. Drawing	Artistic rocus. Sculpture	
			DT Focus: \electrical	application of healthy				DT Focus: Designing,
			systems and computer	eating, cooking,				making evaluating,
		S	programming,	understanding seasonality				improving, reinforcing
		Focus	designing, making,					
		F	evaluating					
			Use research and develop	Understand and apply the	Develop a painting from a	Work from a variety of	Shape, form, model and	Use research and develop
			design criteria to inform	principles of a healthy and	drawing .	sources including	construct from observation	design criteria to inform the
		Ş	the design of innovative,	varied diet		observation, photographs	or imagination.	design of innovative,
		ent	functional, appealing		Carry out preliminary studies,	and digital images.		functional, appealing
		em	products that are fit for	Prepare and cook a variety of	trying out different media and		Use recycled, natural and	products that are fit for
		tatı	purpose, aimed at	predominantly savoury dishes	materials and mixing appropriate	Work in a sustained and	man-made materials to	purpose, aimed at particular
		Curriculum Statement	particular individuals or	using a range of cooking	colours.	independent way to create a	create sculptures.	individuals or groups
Ņ	,.	la la	groups generate,	techniques		detailed drawing.		
ger	e C	ricu	develop, model and		Create imaginative work from a		Plan a sculpture through	Generate, develop, model
Badgers	Cycle	ur	communicate their ideas	Understand seasonality, and	variety of sources e.g.		drawing and other	and communicate their ideas
-	0	J	through discussion,	know where and how a			preparatory work.	through discussion,

 		1		1	
annotated sketches,	variety of ingredients are	observational drawing, themes,	Develop close observation		annotated sketches, cross-
cross-sectional and	grown, reared, caught and	poetry, music.	skills using a variety of view	Produce intricate patterns	sectional and exploded
exploded diagrams,	processed		finders.	and textures in a malleable	diagrams, prototypes,
prototypes, pattern		Mix and match colours to create		media.	pattern pieces and
pieces and computer-		atmosphere and light effects.	Use a sketchbook to collect		computer-aided
aided design			and develop ideas.		design
		Be able to identify primary			
Select from and use a		secondary, complementary and	Identify artists who have		Select from and use a wider
wider range of tools and		contrasting colours.	worked in a similar way to		range of tools and
equipment to perform			their own work.		equipment to perform
practical tasks [for		Work with complementary			practical tasks [for example,
example, cutting,		colours.	Use dry media to make		cutting, shaping, joining and
shaping, joining			different marks, lines,		finishing], accurately
and finishing], accurately			patterns and shapes within a		
			drawing.		Select from and use a wider
Evaluate their ideas and					range of materials and
products against their			Experiment with wet media		components, including
own design criteria and			to make different marks,		construction materials,
consider the views of			lines, patterns, textures and		textiles and ingredients,
others to improve their			shapes.		according to their functional
work			Fundamental committee and		properties and
Lindoustand barrier			Explore colour mixing and		aesthetic qualities
Understand how key events and individuals in			blending techniques with		Investigate and analyses
			coloured pencils.		Investigate and analyse a
design and technology have helped			Lice different techniques for		range of existing products
shape the world			Use different techniques for different purposes i.e.		evaluate their ideas and products against their own
shape the world			shading, hatching within their		design criteria and consider
			own work.		the views of others to
			OWIT WOLK.		improve their work
			Perspective and Composition		Improve their work
			Begin to use simple		Understand how key events
			perspective in their work		and individuals in design and
			using a single focal point and		technology have helped
			horizon.		shape the world
			110112011.		shape the world
			Begin to develop an		Apply their understanding of
			awareness of composition,		how to strengthen, stiffen
			scale and proportion in their		and reinforce more complex
			paintings e.g. foreground,		structures
			middle ground and		
			background.		
			200.00		
			Show an awareness of how		
			Show an awareness of how paintings are created.		