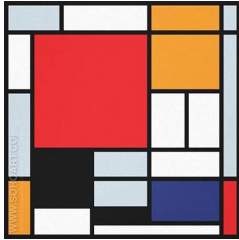




Art and DT Curriculum map

Nursery					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Explore paint, using bodies; fingers, (hands, feet).</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p> <p>Explore properties e.g. poking, pulling, squeezing, parting.</p> <p>Use different senses to explore texture; pasting, glueing, assembling paper cut-outs onto a surface.</p>	<p>Explore printing, using hands and feet (noticing an image can be repeated).</p> <p>Explore drawing/mark making with objects of different thickness such as chalks, crayons, pencils and charcoal.</p> <p>Express ideas and feelings through making marks intentionally, and sometimes give a meaning to the marks they make e.g. it is a dog.</p> <p>Explore properties of different objects/materials: moving, combining, lining up and stacking (loose parts). Use their imagination as they consider what they can do with different materials; fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing and cutting.</p>	<p>Explore paint using brushes and other tools, including natural and man made; sticks, pinecones, cotton buds, sponges, marbles, and toy cars.</p> <p>Explore simple print-making, developing the fine motor skills to grip and hold (using natural resources such as pine cones, leaves, sticks, potatoes)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p> <p>Use scissors to snip</p>	<p>Explore with natural and man made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated.</p> <p>Explore drawing and painting on different surfaces such as paper, card, foil, corrugated card, bubble wrap and recycled materials.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Begin to explore a range of materials and textures (loose parts/junk modelling) to create simple constructions and models which express their ideas. Use simple tools to join, fix, cut etc.</p> <p>Find, collect and stick material onto a surface to make a picture or pattern.</p>	<p>Explore colour and colour-mixing with paint, naming colours and observing changes.</p> <p>When painting, begin to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>Select appropriate colours to achieve a desired effect when drawing or creating a piece of art e.g. use yellow for a sun.</p> <p>Begin to make constructions and models with a purpose, deciding/planning what to make. Use tools with increasing control to support model-making.</p> <p>Use scissors to follow a straight line</p>	<p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p> <p>Draw with increasing complexity and detail e.g draw a person using a circle for a head and straight lines for limbs.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Make a clay form and manipulate it with fingers to suggest a subject (it is a...)</p> <p>Explore different materials freely, developing their own ideas, deciding how to use them and what to make.</p> <p>Use scissors to follow a curved/ zig zag line</p>

Reception

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>L1. To draw a picture of my family (that resembles a head and body).</p> <p>L2. Explore using a variety of mark-makers (pencil crayons, crayons, chalk, pastels and charcoal). Explore which one's smudge and which one's don't.</p> <p>L3. Explore weaving using thick ribbon in and out</p>	<p>L1. Explore artists - Piet Mondrain and Mary Quant and create a picture inspired by their work using primary colours. Know that red, blue and yellow are primary colours. Decide which mark-maker will be best to create the best effect (felt-tips, pencil crayons or chalk) and explain why.</p> <p>Demonstrate control when using colouring pens and pencils to stay within the lines.</p>  <p>L2. Explore what happens mixing primary colours to create secondary colours.</p> <p>When painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>L3. Use scissors and glue to cut out rectangles and squares to create a picture/collage inspired by Piet Mondrain and Mary Quant.</p>	<p>L1. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</p> <p>L2. Using clay and tools make/sculpt a bowl (inspired by 'goldilocks and the three bears'). Research examples to identify shape and design.</p> <p>L3. Paint/print/decorate the bowl using repeating patterns. Research patterns on bowls for inspiration.</p>	<p>L1. Explore printing using natural materials noticing textures and patterns (use sticks, leaves and pine-cones, stones, string, to create a picture inspired by Orla Kiely).</p>  <p>L2. To draw a self portrait using a mirror (display in class). Pay attention to details and select appropriate colours to colour in.</p> <p>L3. Design and make a hat (book Hats of faith) using a range of skills such as folding, cutting, joining, sticking and colouring.</p>	<p>L1. Explore artist - Kandinsky and create a picture inspired by his work.</p> <p>L2. Continue to develop Kandinsky inspired art. Draw and cut circles of different sizes.</p> <p>L3. Continue to develop Kandinsky inspired art. To combine materials using layering (sticking the circles of different sizes on top of one another).</p> 	<p>L1. Using clay make a sculpture of a chosen minibeast shaping, moulding and combining pieces, with a systematic approach e.g. begin with the body, add a head, wings, legs etc.</p> <p>L2. In groups of 4 collaboratively create a model using recycled materials and loose parts. Share their creations, explaining the process they have used.</p>

Years 1 - 6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	DT - Cooking & Nutrition	DT - Construction (Mechanisms: Wheels and axles)	Art - Stanley Chow (Portraits)	Art - Frida Kahlo (Collage)	DT - Printing	Art - Landscapes
Year 2	Art - Pointillism	DT - Textiles	Art - Ceramics	DT - Cooking & Nutrition	Art - L.S Lowry	DT - Construction (Towers)
Year 3	Art - Colour	Art - The Great Wave	DT - Cooking & Nutrition	DT - Printing	DT - Construction (Mechanisms: Sliders, Levers & Linkages)	Art - Sculptures
Year 4	Art -Mosaics	DT - Textiles		Art - Movement in Art	Art - Indian Madhubani paintings	DT - Construction (Bridges)
Year 5	Art - Islamic Art	DT - Cooking & Nutrition	Art - Banksy	Art - Industrial Revolution	DT - Printing	DT - Construction (Mechanisms: Pulleys & Cams)
Year 6	Art - Mixed Media	DT - Textiles	DT - Construction		Art - Clay pots	

YEAR 1

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
DT - Cooking & Nutrition	DT - Construction (Mechanisms: Wheels and axles)	Art - Stanley Chow (Portraits)	Art - Frida Kahlo (Collage)	DT - Printing	Art - Landscapes
<p>1.I can name different fruits and vegetables.</p> <p>2.I know the difference between a fruit and a vegetable.</p> <p>3. I can practise cutting using a blunt knife (using playdough, plasticine, clay etc)</p> <p>4. I can assemble ingredients to prepare food, using simple tools to cut, chop, peel or grate safely and hygienically.</p> <p>5. I can use a blunt knife to cut a range of fruits to make my fruit salad</p> <p>6.I can begin to describe the taste of different fruits using the word bank provided.</p> <p>7.I can evaluate my fruit salad against the brief and criteria</p> <p style="color: purple;">Brief: Design and make a healthy fruit salad that would be suitable to be served in the school</p>	<p>1.I can explain that wheels move because they are attached to an axle.</p> <p>2. I can recognise that wheels and axles are used in everyday life, not just in cars. I can explore and evaluate existing products.</p> <p>3. I can design a vehicle that includes functioning wheels, axles and axle holders. I can talk about my ideas.</p> <p>4. I can make a moving vehicle with working wheels and axles.</p> <p>5. I can explain what must be changed if there are any operational issues. I can talk about how my structure can be made stronger, stiffer and more stable.</p> <p>6. I can evaluate my design against the design brief and criteria</p> <p style="color: purple;">Brief: Design and make a moving toy vehicle using wheels and axles which</p>	<p>1.I can explore the work of Stanley Chow</p> <p>2.I can identify and draw the basic shapes and lines to draw a face (using pencil)</p> <p>3. I can begin to show expression when drawing a face</p> <p>4. I can develop my ideas using the appropriate colouring pencils</p> <p>5. I can create a portrait of myself. I can select and use pencil and coloured pencils and use them appropriately.</p> <p>6. I can evaluate my work against that of Stanley Chow.</p>	<p>1.I can explore the work of Frida Kahlo and compare her work to the work of Stanley Chow.</p> <p>2.I can create a mind map of ideas that represent myself.</p> <p>3.I can use ICT to gather ideas. I can use cutting to get images for my collage</p> <p>4.I can create a Frida Kahlo inspired collage of myself/ partner/ member of the Royal family, using a combination of the collage materials I've collected and pencil sketch</p> <p>5. I can compare/ contrast and evaluate the portrait I've made against a design by Frida Kahlo.</p>	<p>1.I can use different objects/ materials around me to create repeated prints</p> <p>2.I know who Joan Miro is and about his work</p> <p>3.I can explore the technique of String Art to create one off prints (Joan Miro) (using poster paint)</p> <p>4. I can explore collage materials and other materials and methods I can use to create a collage with a Miro feel.</p> <p>5.I can evaluate my work against the design brief and criteria and think about how to improve</p> <p style="color: purple;">Brief: Design a print that could be used on a postcard which takes influence from the work of Miro</p>	<p>1.I can explore different landscapes and discuss the use of colour in them.</p> <p>2. I can explore using different amounts of paint and the outcome of each when mixing paints together</p> <p>3. I can use rollers and paint brushes of different sizes and types to explore using paint to create different landscapes.</p> <p>4. I can work on different scales.</p> <p>5. I can evaluate my painting skills and accuracy</p>

YEAR 2

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art - Pointillism	DT - Textiles	Art - Ceramics	DT - Cooking & Nutrition	Art - L.S Lowry	DT - Construction (Towers)
<p>1.I can explore pointillism art (Georges Seurat and Paul Signac)</p> <p>2.I can begin to describe colours, creating lighter/ darker with the use of black & white paint and a fine brush. I can confidently express links between colour and emotion</p> <p>3. I can experiment with a small paint brush to create texture using different sized dots</p> <p>4. I can plan my firework painting</p> <p>5.I can apply my knowledge of pointillism to create my firework painting.</p> <p>6. I can evaluate my work against that of our inspirational artists</p>	<p>1.I can explore the work of Lucienne Day</p> <p>2.I can practise cutting skills.</p> <p>3. I can practise sewing skills using a running stitch (large eyed plastic needle and binka)</p> <p>4. I can be more accurate with my running stitch (large eyed plastic needle and binka)</p> <p>5. I can include a running stitch alongside a Lucienne Day design.</p> <p>6. I can evaluate my work and that of others using a success criteria</p> <p>Brief: Complete a Lucienne Day inspired design that you can give to a family member as a present.</p>	<p>1.I understand what ceramics are and know about Wedgewood (ceramics) and the work of Henry Holland (ceramics)</p> <p>2. I can use my imagination to come up with different designs for my own ceramic plate</p> <p>3. I can practise rolling plasticine so that it is even</p> <p>4. I can roll out my clay and shape it so that it looks like a plate</p> <p>5. I can embellish my plate using inspiration from the work of Henry Holland</p> <p>6. I can evaluate my work against that of Henry Holland</p>	<p>1.I understand where food comes from.</p> <p>2. I can explain where some food grows.</p> <p>3. I can plan a healthy snack to match a design brief and criteria</p> <p>4. I can prepare food safely and hygienically, measuring and weighing ingredients using measuring cups and digital scales (sandwiches/ banana cupcakes/ fruit juice/ hummus and cucumber wraps etc)</p> <p>5. I can evaluate my snack against the design brief and criteria</p> <p>Brief: Design and make a healthy snack that would be suitable to serve at a child's birthday party</p>	<p>1. I can explore the work of Lowry and compare it to that of other artists</p> <p>2. I can draw/ copy lines from observation to create matchstick people</p> <p>I can draw features in the correct position, in relation to each other and use comparative sizes (head, arms, legs, hands & feet)</p> <p>3. I can use a range of media including ICT, pencil, sharpies and charcoal to draw my matchstick people in the style of L.S. Lowry</p> <p>4. I can explore the fore, mid & background of Lowry paintings</p> <p>5. I can create the different layers for my Lowry inspired artwork</p> <p>6. I can complete and evaluate my final piece of work against that of LS Lowry describing the similarities and difference between practices</p>	<p>1.I know what a tower is and am aware of some famous towers around the world. I know about the work of Gustave Eiffel (Eiffel Tower and other famous towers: CN Tower in Toronto (Canada); Big Ben and the Shard in London (England); the Leaning Tower of Pisa in Pisa (Italy); the Eiffel Tower in Paris (France); and the Tokyo Skytree in Tokyo (Japan).</p> <p>2. I can use a range of tools and equipment to create the tallest tower. I can discuss ways to make my tower more stable (using sugar cubes to build and icing to make more stable)</p> <p>3. I can build a tower, exploring how it can be made stronger, stiffer and more stable (Build a new tower for Rapunzel, using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Find out who has made the tallest tower). (Lego, K'NEX, blocks, Mobilo, brick sets, plastic crates, cardboard boxes)</p> <p>4. I can evaluate my final product against the design criteria</p> <p>Brief: Build a new tower for Rapunzel, using a variety of construction materials</p>

YEAR 3

YEAR 3					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art - Colour	Art - The Great Wave	DT - Cooking & Nutrition	DT - Printing	DT - Construction (Mechanisms: Sliders, Levers & Linkages)	Art - Sculpture
<p>1. I understand the difference between harmonious, complementary/ contrasting colour schemes, and can create my own colour wheel.</p> <p>2. I understand that colour can create a harmonious colour scheme. I can create contrasting colour scheme.</p> <p>3 I understand how the application of colour can create mood and drama in my paintings.</p> <p>I can investigate the use of colour in the work of the artists Keith Salmon and Michael Monaco</p> <p>4. I can choose and apply paint to create two contrasting images.</p> <p>5. I can plan my artwork, inspired by Stonehenge</p> <p>6. I can combine media to create contrasting and dramatic images of Stonehenge.</p> <p>7. I can evaluate my work</p>	<p>1. I can explore the 'Great Wave' by Hokusai.</p> <p>2. I can explore the fore, mid & background (looking at scale) and create my own "Great wave"</p> <p>3. To be able to mix and match colours, using various tint, tones and moods using water colour paints</p> <p>4. Explore the use of texture using pencil and paint</p> <p>5. Plan and begin to develop a painting from a drawing</p> <p>6. I can apply my drawing and painting skills to create my own Great Wave.</p> <p>7. I can evaluate my work against that of Hokusai</p>	<p>1. I understand basic kitchen hygiene and safety</p> <p>2. I can identify kitchen equipment and its uses and name a range of kitchen utensils and understand their use (flatbread recipe looking at weighing, sieve)</p> <p>3. I can identify food groups (Eat well guide: link back to the ingredients used in the flatbread recipe and discuss how to make it more healthy).</p> <p>4. I understand seasonal ingredients and when they are available (linking to different types of breads)</p> <p>5. I understand nutritional content and use this to adapt a flatbread recipe.</p> <p>6. I can use weighing, sieving, mixing, rolling and shaping to make my own flatbread.</p> <p>6. I can evaluate my flatbread (using given structure)</p> <p style="color: purple;">Brief: Design and make an Egyptian style flatbread that could be cooked and served to</p>	<p>1. I can explore the work of Andy Warhol (and his importance in making art affordable for everyone)</p> <p>2. I can test and evaluate printing ink and acrylic paint to create effective prints</p> <p>3. I can plan my Andy Warhol inspired design and explain my choices</p> <p>4. I can create my printing block using foam and card</p> <p>5. I can create a background pattern using coloured paper and apply my print on top. I can create printed artwork based on the work of Andy Wahol which would be suitable for mass production</p> <p>6. I can evaluate my work against that of Andy Wahol explaining similarities and differences and suggest improvements</p> <p style="color: purple;">Brief: Create an Andy Warhol inspired print which could be sold at Harpurhey market to raise money for the school.</p>	<p>1. I can explore George Stephenson's Rocket. I can understand how a range of mechanisms create movement.</p> <p>2. I can explore sliders to get things moving</p> <p>3. I can develop my understanding of different mechanisms and how to make them</p> <p>4. I can design a product, meeting the needs of the user</p> <p>5. I can use a range of techniques to create a prototype of my celebration card</p> <p>6. I can use a range of techniques to build my final design</p> <p>7. I can critique, evaluate and test my ideas and products and the work of others</p> <p style="color: purple;">Brief: Design and make a celebration card which makes use of a slider to create movement. The card should appeal to children aged between 5 and 8 years</p>	<p>1. To explore the work of different sculptors (Barbara Hepworth and Andy Goldsworthy)</p> <p>2. To plan and design my own model using my imagination</p> <p>3. To shape, form, model and construct using both malleable and rigid materials (using papier mache if needed)</p> <p>4. To use joining techniques and methods of construction</p> <p>5. To add surface patterns and texture to my work</p> <p>6. To evaluate my work</p>


		your family as part of a healthy diet			
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YEAR 4					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art - Mosaics	DT - Textiles	DT - Textiles	Art - Movement in Art	Art - Indian Madhubani paintings	DT - Construction (Bridges)
<p>1. I know that the Romans used repeated patterns in mosaics</p> <p>2. I can use ICT to create a symmetrical mosaic</p> <p>3. I can create my own symmetrical patterns</p> <p>4. I can plan my own mosaic design</p> <p>5. I can use squeezing, rolling, smoothing to make my mosaic base out of clay</p> <p>6. I can apply coloured tiles to my mosaic and evaluate my final piece of work</p>	<p>1. I can use a wider variety of stitching (running stitch and cross stitch) on binka</p> <p>2. I can develop, design and annotate my own patch of a picnic blanket</p> <p>3. I can compare different fabrics and experiment with creating pieces that demonstrate mood and feeling</p> <p>4. I can use a wider variety of stitching to embellish my design. I can consider the views of others to improve my work</p> <p>5. I can evaluate my final piece of work. I can explore the work of Issac Singer (modern sewing machine during industrial revolution) and James Hargreaves (the spinning jenny - a machine that used a large wheel to spin many spindles of thread at once. The invention increased the production ability of textile manufactures and was particularly important for cotton).</p> <p>Brief: Design and make a fabric panel piece on the theme of Manchester. The panel piece should appeal to your classmates and will form part of bigger project to create a class picnic blanket</p>		<p>1. I can draw basic body proportions correctly when drawing a person. I can sketch from first-hand observation (wooden mannequin models) (sketching in pencil)</p> <p>2. I can study the illusion of movement in art by different artists</p> <p>3. I can draw and show movement in people</p> <p>4. I can explore the history of horses in art, looking at the work of George Stubbs.</p> <p>5. I can draw basic body proportions when drawing animals, including a horse</p>	<p>1. To explore the history and styles of Indian painting</p> <p>2. To know what Madhubani paintings are and how they are done</p> <p>3. To practise using a variety of mediums: including their own fingers, or twigs, brushes, nib-pens, and matchstick</p> <p>4. To plan my own Madhubani painting</p> <p>5. To create my own Madhubani painting using the appropriate equipment</p> <p>6. To evaluate my final piece of work and that of others</p>	<p>1. I can investigate and analyse a range of existing products. I can understand how key events and individuals in design and technology have helped shape the world (The ancient Romans constructed some of the most durable bridges ever. They built the Caravan Bridge, the world's oldest reliably dated bridge, Benjamin Baker - engineer and Sarah Guppy - an English inventor and the first woman to patent a bridge. Leonardo da Vinci designed many different types of bridges).</p> <p>2. I can explore how to reinforce a beam (structure) to improve its strength.</p> <p>3. I can build a bridge (out of paper straws)</p> <p>4. I can build a wooden truss bridge</p> <p>5. I can complete, reinforce and evaluate my truss bridge</p> <p>6. I can critique, evaluate and test my ideas and products and the work of others</p>

				Brief: Design a bridge that will span a given width and be stable enough to hold the greatest weight (competition in groups)
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YEAR 5					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art - Islamic Art	DT - Cooking & Nutrition	Art - Banksy	Art - Industrial Revolution	DT - Printing	DT - Construction (Mechanisms: Pulleys & Cams)
<p>1.I can identify geometric patterns, vegetal patterns and calligraphy in different examples of Islamic art.I can explore ancient Islamic art and more contemporary art (Nadia Janjua and Maaida Noor)</p> <p>2. I can create my own piece of Islamic art using pen and coloured pencils (geometric patterns)</p> <p>3. I can explore calligraphy</p> <p>4.I can evaluate my own work and others. I can evaluate my work and draw comparisons to the inspirational artists</p>	<p>1.I can investigate where foods come from, name and locate foods from around the UK.</p> <p>2. I know how ingredients are grown, reared, caught and processed.</p> <p>3. I can explain how we process food at home to make it edible, safe and last longer</p> <p>4. I can practise the skills of rubbing in, kneading, rolling and shaping</p> <p>5. I can analyse existing products (pastries). I can follow a recipe to make a pastry, using the skills of rubbing in, kneading, rolling, shaping and filling.</p> <p>6.I can evaluate my pastry.</p> <p>Brief: Design and make a savoury dish, suitable to be served at a Christmas party.</p>	<p>1.I have an understanding of the history of graffiti and street art and understand the opposing views of it</p> <p>KQ :Is graffiti and street art vandalism or art?</p> <p>2. I can explore the work of Banksy and Mancy</p> <p>3.I can create a simple stencil and apply colour</p> <p>4. I can create a repeated pattern stencil and apply colour to it</p> <p>5. I can use layering to my work and can use complementary paint colours in my stencil application</p> <p>6. I can evaluate my final piece of work and that of others.</p>	<p>1.I can practise the techniques of toning, shading and smudging (using pencil, charcoal and chalk pastels)</p> <p>2. I understand what perspective means and can give some examples.</p> <p>3. I can use isometric grid paper to create 3D buildings</p> <p>4. I can experiment with showing light and dark on my 3d box (using a range of materials including pastels and coloured pencils)</p> <p>5.I can create my Industrial landscape, using a range of media (pencil, charcoal, pastels, crayons) and techniques. I can evaluate my work as I go along.</p> <p>6.I know about the work of Ian Simpson and Inigo Jones (architects).</p>	<p>1.I can explore traditional (William Morris) and contemporary (Scion) wallpaper designs to help generate initial ideas and motifs for a wallpaper</p> <p>2.I can create a questionnaire to help establish the needs of my user group. I can carry out research to explore user needs for enterprise purposes</p> <p>3. I can use my research to generate ideas and communicate these with the rest of my team</p> <p>4.I can use monoprinting and marbling to create a simple print</p> <p>5. I can work as a team to create my printing blocks using foam or polystyrene</p> <p>6. I can work as a team to create a colour wash and apply my printing blocks to create a wallpaper design</p> <p>6. I can evaluate my final product and the different styles of printing I used and get peer and customer feedback</p>	<p>1.I can investigate different types of cam mechanisms. I can explain the difference between rotary and linear motion</p> <p>2.I can explore the use of pulleys to get things moving</p> <p>3. I can design a product, meeting the needs of the user</p> <p>4. I can use a range of techniques to create a prototype of my mechanisms teaching resource</p> <p>5. I can evaluate my product against the design criteria and consider the views of others to improve my work</p>

				Brief: Working as part of a team, design and make a prototype wallpaper panel. The wallpaper such feature motifs which meet the requirements of your user group (teachers)	
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YEAR 6					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art - Mixed Media	DT - Textiles	DT - Construction		Art - Clay pots	
<p>1.I can explore the work of Teesha Moore and Lisa Fittipaldi.</p> <p>2.I can experiment with different effects and textures including blocking colour, washes, thickened paint to create a textural effects (Printing ink, watercolour)</p> <p>3.To plan a portrait of Lady Macbeth confidently collecting and recording visual information from sourcing, planning and collecting materials (including using ICT)</p> <p>4.I can work in a sustained way to develop my own style using mixed media</p> <p>5. I can review my ideas as they develop and make changes</p> <p>6.I can evaluate my final piece against the work of the inspirational artists</p>	<p>1.I can practise a wider variety of stitching (running stitch,cross stitch, back stitch and chain stitch)</p> <p>2.I can find out about the designer Paul Smith and know what his style is like</p> <p>3. I can plan my final product against the design brief and create an annotated sketch</p> <p>4. I can create my upcycled piece of fashion, using some of the sewing skills I have practised so far</p> <p>5. I can evaluate my final piece of work. I can review my design against the design criteria and using the views of others</p> <p>Brief: Upcycle a piece of clothing you already have at home so that it reflects the work of Paul Smith</p>	<p>1. I can explore the work of William Paterson and Oscar Kerrison. I can research Anderson shelters and analyse existing products.</p> <p>2. I can sketch and annotate a range of ideas for my Anderson shelter so that it meets the design brief.</p> <p>3. I can measure, mark and cut wood safely (safety talk)</p> <p>4. I can join wood safely and effectively to create a frame (safety talk). I can strengthen, stiffen and reinforce my structure.</p> <p>5. I can decorate my frame, evaluating as I go along (myself and others)</p> <p>6. I can understand how key events and individuals in design and technology have helped shape the world: The Wright Brothers (the first successful aeroplane), Montgolfier (the first practical hot air balloon), WW2 links: Colossus, the first computer at Bletchley Park. Invented as a way to speed up cracking the codes. Thomas Edison (light bulb).</p> <p>7. I can use an electrical system in my product</p> <p>8. I can evaluate my final product against my design brief and the work of others.</p> <p>Brief: Design and make a prototype Anderson shelter that could be used to protect civilians during an air raid</p>	<p>1. I know where clay comes from and some of its uses.</p> <p>2.I can manipulate clay in various ways:</p> <ul style="list-style-type: none"> ● Rolling a ball of clay. ● Rolling snakes with clay - using these coils to create spiral discs, zig-zag forms and wavy lengths, all of which can vary in size. ● Squeezing the clay. ● Pulling and pinching the clay with your fingers. ● Carving details into the clay with tools. ● Smoothing out the clay with your fingers. ● Creating holes or hollows in the clay with tools. ● Joining pieces of clay together. <p>3. I can evaluate existing clay pots and design my own</p> <p>4. I can use a range of techniques to make my clay pot (with a lid)</p> <p>5. I can apply colour and texture to my clay pot</p> <p>6. I can evaluate my final product and that of others.</p>		

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