KS1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| DT | Art | DT | Art | DT | Art |
| Structures | Textiles | Textiles | Drawing | Food | Painting |
| * Explore how to make structures stronger. * Investigate different techniques for stiffening a variety of materials. * Test different methods of enabling structures to remain stable. * Join appropriately for different materials and situations e.g. glue, tape. * Mark out materials to be cut using a template. * Use a glue gun with close supervision. | * Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.   .   * Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. * Build repeating patterns and recognise pattern in the environment. * Create simple printing blocks with press print. * Design more repetitive patterns. | * Cut out shapes which have been created by drawing round a template onto the fabric. * Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. * Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. * Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. | Introduce a range of tools which can produce marks on a variety of backgrounds  Use parts of a pencil to create different mark making effects  To begin to produce simple observational drawings of objects  To introduce techniques to create a range of tones using graded drawing pencils.  To develop an awareness of textures and tones in made and natural objects.  To use a range of mark makers to reproduce textures observed.  To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.  To make simple evaluations of their own work and that of others using appropriate vocabulary. | * Develop a food vocabulary using taste, smell, texture and feel. * Group familiar food products e.g. fruit and vegetables. * Explain where food comes from. * Cut, peel, grate, chop a range of ingredients * Work safely and hygienically. * Understand the need for a variety of foods in a diet. * Measure and weigh food items, non-statutory measures e.g. spoons, cups. | * Use a variety of tools and techniques including different brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Experiment with tools and techniques e.g. layering, mixing media, scrapping through. * Name different types of paint and their properties.   Identify primary and secondary colours by name.   * Mix primary shades and tones. * Mix secondary colours. |

LKS2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ART | DT | ART | DT | ART | DT |
| Drawing | Food | Collage | Mechanical systems | 3D | Investigating existing products |
| * 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. | * Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. * Follow instructions/recipes. * Make healthy eating choices – use the *Eatwell plate.* * Join and combine a range of ingredients. * Explore seasonality of vegetables and fruit. * Find out which fruit and vegetables are grown in countries/continents studied in Geography. | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. * Use collage as a means of collecting ideas and information and building a visual vocabulary. | * Develop vocabulary related to the project. * Use mechanical systems such as gears, pulleys, levers and linkages. * Use lolly sticks/card to make levers and linkages. * Use linkages to make movement larger or more varied. | * Plan, design and make models from observation or imagination. * Join clay adequately and construct a simple base for extending and modelling other shapes. * Create surface patterns and textures in a malleable material. | * investigate and analyse a range of existing products * Investigate similar products to the one to be made to give starting points for a design. * Draw/sketch products to help analyse and understand how products are made. * Research needs of user. * Identify the strengths and weaknesses of their design ideas in relation to purpose/user. * Decide which design idea to develop. * Consider and explain how the finished product could be improved. * Discuss how well the finished product meets the design criteria of the user.   Investigate key events and individuals in Design and Technology. |

UKS2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ART | DT | ART | DT | ART | DT |
| Drawing | Food | 3D | Textiles | Digital Media | Structures |
| * Explore colour mixing and blending techniques with coloured pencils. * Use different techniques for different purposes i.e. shading, hatching within their own work. * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Develop close observation skills using a variety of view finders. * Use a journal to collect and develop ideas. | * Prepare food products taking into account the properties of ingredients and sensory characteristics. * Weigh and measure using scales. * Select and prepare foods for a particular purpose. * Work safely and hygienically. * Show awareness of a healthy diet (using the eatwell plate). * Use a range of cooking techniques. * Know where and how ingredients are grown and processed. | * 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. * Develop skills in using clay including slabs, coils, slips, etc. * Produce intricate patterns and textures in a malleable media. | * Use the correct vocabulary appropriate to the project. * Create 3D products using patterns pieces and seam allowance. * Understand pattern layout. * Decorate textiles appropriately (often before joining components). * Pin and tack fabric pieces together. * Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). * Combine fabrics to create more useful properties. * Make quality products. | * Record, collect and store visual information using digital cameras etc. * Present recorded visual images using software e.g. Photostory, Powerpoint. * Use a graphics package to create and manipulate new images. * Be able to Import an image (scanned, retrieved, taken) into a graphics package. * Understand that a digital image is created by layering.   Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | * Use the correct terminology for tools materials and processes. * Use bradawl to mark hole positions. * Use hand drill to drill tight and loose fit holes. * Cut strip wood, dowel, square section wood accurately to 1mm. * Join materials using appropriate methods. * Build frameworks to support mechanisms. * Stiffen and reinforce complex structures. |