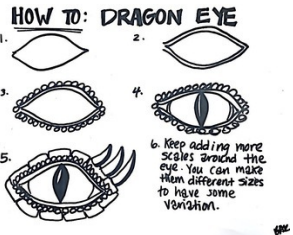


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	ART	<p>Creating a fabric hand puppet (linked to topic of 'Toys')</p> <p><u>Key skills:</u> cutting fabric, joining methods, decorating, sequencing steps, reflecting/evaluating</p> <p>1) Introduce the focus of puppets - where have you seen puppets before? What can they be made of? Share and discuss different examples (gloves, mittens, hand puppets - chn to bring their own prior to lesson? Explain to the chn they will make a hand puppet of their favourite animal by the end of the topic. List some animals as a class and discuss what the children already know about their appearance</p> <p>Explain that the chn will look at 3 joining techniques today - pinning, stapling and glueing. Teacher to demonstrate each ability - use visualiser - and discuss potential hazards when working (eg: sharp points of needles, squashing fingers in stapler, etc). Set up class as carousel, chn rotate after 10 mins. Chn to join 2x pieces of fabric together. At end of lesson, discuss pros and cons of each technique as a class (speed, aesthetic, durability).</p> <p>2) Begin by recapping the 3 techniques from previous lesson - ask chn to share which was their favourite and why (eg: "I found that stapling was the easiest"). Explain that as the chn's puppets will cover their hands, they will need to make the puppet shape by joining two pieces of fabric together to create a 'mitt', which they will then decorate to look like their animals. Ask the chn: what does your animal look like? What colour material will you use? What features will they have? Give the chn a puppet design template - introduce the word 'template' and explain that it is a stencil that will help them to cut out two identical shapes to create the puppet. Chn to then pin the template to the fabric using safety pins and then cut around the template. Note down how many chn will use each joining technique so that materials can be gathered prior to lesson 3.</p>	ART	<p>Creating dragon eye clay sculptures (linked to topic of 'Castles').</p> <p><u>Key skills:</u> sculpting, pattern making, impressions, mark making, experimentation</p> <p>1) Introduce the focus of dragons - what do they think of when they think of dragons? Scales, fire, hard, rough, big, hot. How would they describe dragon eyes? Lots of images of dragon eyes on their tables. Cut out images of dragons and label their different parts incl. Eyes, body, head, scales, teeth etc. How could chn replicate scales for the background of their page?</p> <p>2. Focusing on details. Using close up images of dragon eyes, chn to draw their own dragon eyes (encourage them to do these different sizes and think about where they will be on their page). Colour using different mediums- water colour, pencil, felt tip etc. (between 3-5 eyes).</p>  <p>3. Mark making / exploration in clay and sketch book - how many different patterns/ impressions can they create in clay? Does the tool they used look the same or different when used on clay and paper? I.e. bubble wrap pressed into clay and then printed onto their paper? Photograph clay impressions to stick next to/over the top of their experimentation in their sketch book.</p> <ul style="list-style-type: none"> - Bubble wrap - Tin foil screwed up - Ends of paintbrushes (bristles and handle) 	ART	<p>Creating a healthy pizza for an astronaut (linked to topic of 'Space')</p> <p><u>Key skills:</u> designing, following instructions, photography, tasting and evaluating, presenting</p> <p>Brief: The astronauts are returning to Earth from space! They would like to return to a 'healthy' pita pizza which they will enjoy.</p> <p>1. Investigate the parts of a pizza. What makes a pizza, a pizza? When chn have identified the different components, chn to taste test ingredients</p> <ul style="list-style-type: none"> - Discuss what they might include in their recipe? - Why will they include them? <p>Chn should draw and label the components of a basic pita pizza. Then, fill in a table with ticks and crosses indicating whether they like different ingredients.. Include space in table for chn to write their opinion on the flavours/ colours/ textures.</p> <p>2. Design their final product through drawing what they want their final product to look like. Label all the different parts / ingredients. Double page spread with design in the middle, label around the outside the ingredients etc and key words/ thoughts. Discuss using the toppings to make patterns.</p> <p>3. Making - chn to follow basic instructions but make sure to tweak depending on their design. Adults to take photos of chn as they create their final product. Stick these into sketchbook. Children photograph their own finished product. Talk about how to present it and make it look appealing - in daylight, on a nice plate, what angle will best show it off?</p> <p>4. Evaluate their final product. What went well? What did they find tricky? What would they change if they could do it again (colours, flavours, textures)? Did it taste nice? Why did it taste good? Was it sweet or savoury? Write evaluation next to the photograph of their final product in sketchbooks</p>



3) Recap previous lesson by asking the class to think of 5 things they can remember about joining fabric. Explain that the chn will need to join their fabric pieces to fit perfectly together, like a sandwich. Demonstrate how to separate the paper template from the fabric and place the pieces on top of each other to match up perfectly. Join them together using one of the techniques from lesson 1 (see list from lesson 2). Use chalk or pen to mark where they should put the glue on the fabric if using this technique. Chn using glue may also need pegs or clips to secure fabric whilst it dries...

Chn that finish early can help their friends if needed or add to their design from lesson 1. Encourage chn to discuss how the fabric feels as they work (eg: "it is stretchy, it is flexible, it is soft...")

4) Recap previous lessons by telling their partner everything they have learnt in D&T this term. Chn to assess their designs, ask: is your design beginning to look like the animal you chose? Do you need to make any changes to your design? Chn to consider what materials they will use for each part of their design (felt, googly eyes, string, buttons, etc). Model decorating the demo puppet - show how to attach each decoration (mark where it will go as a guide?) Chn to glue their decorations (GD chn to use stapler by sliding bottom part of stapler inside puppet). Encourage chn to consider what they like/dislike about their puppet - what do they think they did well? What would they do differently next time?

4. How can we join bits of clay together? Chn to learn to attach balls of clay onto a square of clay. Thinking about careful hands and fingers, how to roll a ball, cross hatching the clay where they want to attach it, adding a bit of water for 'glue', pressing down gently. Photograph for sketchbooks. Chn to write comments about how they achieved the final piece.

5. Chn to design and (6) create their own dragon eyes.

Will need:
Clay ,Impression tools
Trays of water, Dragon eyes from Amazon, Metallic paint
Photograph for books next to their design - what went well comments.





<p>Year 2</p>	<p>ART</p>	<p><u>Design and make a fabric pouch to carry essential items (linked to topic of 'Pioneering Women')</u></p> <p><u>Key skills:</u> designing, cutting fabrics, decorating, threading a needle</p> <p>1) Ask the chn to look closely at their clothes and then share how they think they were made. What else in the classroom do the chn notice might have been made this way? Explain that their clothes, and some classroom items (bags, rugs, etc) use stitching (recap learning from year 1 textiles unit) to join fabrics together. Can the chn remember any previous techniques/have they seen these techniques before? Explain that we will learn how to sew in today's lesson - ask: what might we need for this? (needle, thread). Model on the visualiser how to prepare the needle and thread for sewing. Consider having chn follow along with their own needle and thread at their tables whilst you model?? Follow the steps to show the process of sewing. Take time after each step to discuss the need for this step in the process of sewing.</p> <ol style="list-style-type: none"> 1. Threading a needle 2. Tying a knot 3. Sewing a stitch 4. Tying the final knot <p>Consider having chn follow along with their own needle and thread at their tables whilst you model?? Felt is not for their design/final piece - simply used to practise their running stitch.</p> <p>2) Recap learning from previous lesson. Explain to the chn that they will be creating the template for their fabric pouch today. Hand out the pouch templates to the chn and ask the chn to draw where their stitches will go (in a U shape around the bottom). Chn should then cut out</p>	<p>ART</p>	<p><u>Design and make a moving monster</u></p> <p><u>Key skills:</u> designing, making linkages, experimenting, cutting and assembling components, evaluating</p> <p>1) Begin by showing the chn a selection of products/toys that use simple mechanisms (can opener, hole puncher, toy cars, etc) and non-mechanical products (teddy bear, doll, pencil, etc). Can the chn identify any of the components in these objects? Ask the chn to sort them into mechanical and non-mechanical objects to gauge understanding of mechanisms.</p> <p>Explain that chn will be creating their own moving monster toy for children using levers and linkages. Explain to the chn that before they begin their design, they will need to investigate levers and linkages. Show the chn a variety of objects containing levers, can they identify the pivot in each of them</p> <p>Finish the lesson by working together as a class to mind-map design criteria for what the chn's moving monster toys should do (eg: fun, colourful, easy to use).</p> <p>2) Recap by asking chn to think of 3 objects they can remember that use a pivot. Explain to the chn that they will be experimenting with different linkage systems. Model how to make a linkage system using the visualiser.</p> <ol style="list-style-type: none"> 1. Cutting the card strips to size 2. Creating the holes safely using a rubber and a blunt pencil 	<p>ART</p>	<p><u>Design and build a rotating ferris wheel (linked to topic of Victorian Holidays) Year 2 & 6 joint project</u></p> <p><u>Key skills:</u></p>
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their templates and put their name on the back. Support the chn in securing their template to the felt of their choice with safety pins. Consider getting the chn to keep their designs/templates/felt pieces in a poly-pocket? Once finished, ask the chn to show where the opening of their pouch will be. Remind chn that their stitches will need to be close together to avoid items falling out of their pouch.

3) Recap how to sew a running stitch, including threading the needle, knotting the thread, starting the stitch from the bottom, going up and down and knotting the last stitch. Show pupils examples of a running stitch that has gone wrong - consider having pre-made examples to show on the visualiser so chn can see errors that have been made. Before sewing, ask the children to choose the colour of their thread. Think about - colour of the fabric, design of the pouch. Chn to pin their pieces of fabric together carefully, ensuring that the edges line up perfectly, before sewing the sides together. Once chn have sewn their pouch together, they can begin designing what decoration will go on the front (beads/buttons/cut felt pieces). Tell chn what it is available for them to use in their final lesson. Chn to assess their own stitching at end of lesson and see if they are consistent/close together/tight enough.

4) Chn to look at their design from the previous lesson to see what decorations they will be using. Tell the chn that they can attach these decorations to their pouch using PVA glue or decorative stitching. Model doing both using the visualiser. Encourage the chn to think about which technique is best for them. Chn may choose to use decorative stitching around the pouch flap where there is only one layer of felt to stitch through. Once finished, chn to showcase their pouches - encourage others to go around the class and think about what they like in other's designs. What have they done well? What could they do better next time? What do you like about their finished product? Does it match the brief from lesson 1?






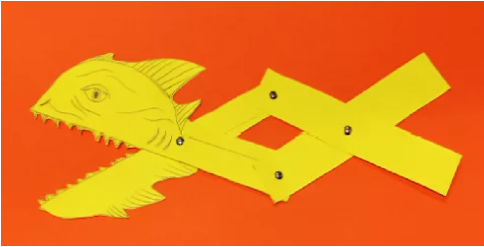
3. Creating pivots with the split pins

Encourage the chn to experiment with different materials (paper, card, cardboard) and lengths/widths of material. Which is the most suitable? How can you ensure the linkage is strong - GD chn may use two pieces of card stuck together to make it stronger/thicker... Showcase successful examples at end of lesson and ask chn to explain how they found the process and which design they are leaning towards for their product. Take pictures of examples and keep completed ones!

3) Begin lesson by recapping what materials the chn think might be suitable for the chn's monster toys. Ask: What do monsters look like? What famous monsters do chn already know? What features do monsters have? Create a mindmap together as a class of features that a monster might have to inspire their own designs (big teeth/fangs, fur/scales, scary eyes). Show the chn an example of a completed monster toy - explain to the chn that they will only be designing the monster's face - this will be made up of 2 parts (head and jaw).

Chn to create their own design criteria that they think is important for their monster (use some from whole class discussion) alongside a design of their toy monster. Chn could label their design with features and key words to describe (durable/strong/scaly/furry), GD to label theirs with arrows to show direction of each moving part..? When finished, ask: does your design meet the design criteria?

4) Recap by asking chn to recall 3 things they have learnt about linkages with a buddy. Show the chn some examples of the linkages they made in lesson 2 - which length/width/material made the strongest linkage? Chn to make their monster using the design template below as a guide. GD chn may draw and cut their own template to use for their monster toy. Chn should be encouraged to make their linkages and attach the head first before decorating it. Chn to finish the lesson by assessing their product against the design criteria they wrote from lesson 3. Class showcase of finished products

			<p>- can chn comment on what they have done successfully, what they would change next time, if they found any part of the process challenging...</p>   		
<p>Year 3</p>	<p>ART</p>	<p><u>Design and make a pneumatic toy</u></p> <p><u>Key skills:</u> designing, developing design criteria, using thumbnail sketches, using exploded diagrams, selecting appropriate materials, reflecting/evaluating</p>	<p>ART</p> <p><u>Design and make a Roman-style catapult (linked to topic of 'Romans')</u></p> <p><u>Key skills:</u> researching, planning, designing, measuring materials, using strengthening techniques to give a product stability/durability</p>	<p>ART</p>	<p><u>Design and sculpt a scarab beetle from clay (linked to topic of 'Egyptians')</u></p> <p><u>Key skills:</u> researching, sculpting using tools, joining techniques, decorating, evaluating</p>

Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

	<p>1) Hook the chn in by giving them a challenge - working in groups, can they move the book using only a balloon? The aim of this is to get chn to explore simple pneumatic systems without being introduced to the topic beforehand. Observe: do chn place the balloon under the book and inflate the balloon to move it? Explain that this is an example of a simple pneumatic system. Explain the brief - the chn are going to create a pneumatic toy that could be suitable for a 5-10 year old in this unit. A pneumatic system forces air over a distance to create movement as a type of mechanism. Ask chn to think of words that begin with 'pneu' and guess what they mean - 'pneu' correlates with air. Show examples of simple pneumatic systems (eg: car/bike/ball pump) - ask: what is compressed air? What is keeping the ball/tyre firm? What happens when air escapes from these vessels? Ask chn to consider if electricity is needed to make all machines work - can they think of any examples of machines that are powered by water/air, which then make electricity... Give the chn some bike pumps/plastic syringes to use - ask them to investigate what happens to the air as they operate the equipment - what happens if you block the exit of the syringe/pump? What happens if you suddenly let go? Have some balloons for chn to use alongside these and encourage them to move a variety of objects using the balloons. Chn to make observations and record notes on post its of their findings.</p> <p>2) Recap what the chn have learnt about pneumatic systems from lesson 1. Remind the chn of their design brief - design and create a pneumatic toy for a Y1 child to use to help them understand movement. Ask chn: how can you adapt one of the pneumatic mechanisms explored in the previous lesson to make their own - cardboard box/container for main body with balloon inside that will inflate to move the lid (to simulate a mouth opening?). Ask the chn to think of a design that would be appealing to a Y1 - colourful aesthetic, safe/easy to use, well-made, has a simple pneumatic system...</p> <p>Ask: why is designing an important step in the creation process? Create a design criteria together as a class for chn to cross-reference as they do their own designs. LA chn to include labels of the materials and the movement of the parts through a detailed drawing. ARE/GD chn to do their design through an exploded-diagram (see pic below). Explain that this illustrates how different parts of</p>	<p>1) Hook the children in by asking how they thought the Romans conquered parts of the world during wartime. Show them a catapult - do they already know what this mechanism is called? Why do they think it was revolutionary at the time? Ask the chn to create a mindmap as a pair - research facts and information about Roman catapults...</p> <p>What were they made of? What projectiles could they launch? When were they used? Any other interesting facts?</p> <p>Chn to feedback to the class - which materials would be suitable for us to make a model of a catapult? Show a pre-made catapult and show the materials used to make it. Explain to the chn that they will need to consider the materials they will use to ensure they create a structurally sound catapult.</p> <p>2) Recap the previous lesson's learning: what can they remember about catapults? Explain that today they will be designing their catapults - show a modelled example, labelling each essential part. Let the children know that each of their catapults will use the same type of mechanism and basic structure, but they can innovate certain parts to make their design unique (eg: colour, payload area, projectile). Ensure children create an accurate design, labelling each component (base, supporting arm, support arch, firing arm) - finish by getting the children to write a list of resources they will need for the next lesson.</p> <p>3) Children to recap last lesson's learning - why is it important for us to create a design before making our catapult? Model the first step of making the catapult - chn will be making the components of their catapult but assembling. Model using a ruler to measure out the lengths needed for each component - why is this a key step? Chn to work methodically to measure out and cut each component to size, using card triangles to strengthen where needed. Chn to only create the basic structure of their catapult for this lesson, not the mechanical component.</p>	
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Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

their product fit together so it is clear exactly how to make it!! Finish by sharing ideas as a class and getting chn to explain to a partner how the mechanism works and what their design is.

3) Recap by asking chn to share all that they know about pneumatic systems with a partner in under 1 minute. Show chn a range of boxes and other materials to use for their housing of their pneumatic toy. Model how to use linkages to create a pivot so that the housing can hinge open and closed. GD children to make a net of their housing rather than using ready made objects?? Chn will not need to decorate their toy in this lesson - they are only working on securing their pneumatic system and ensuring their toy functions properly!! Ensure they consider their designs from lesson 2 though! Discuss how a clam is a similar example of what their toy may look like - opens and closes, simulates the same movement as their toy.

Materials needed for this lesson:

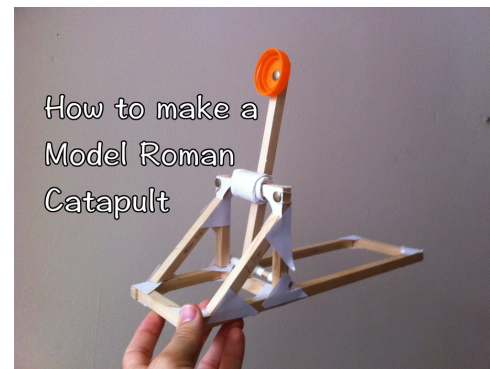
- > Housing for pneumatic toys (cardboard boxes, nets for GD chn to make their own, paper plates)
- > Plastic tubing!!!
- > Balloons

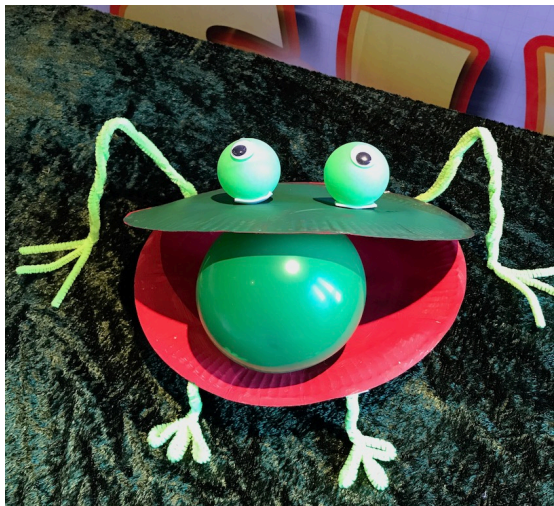
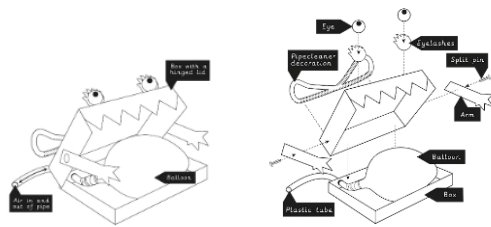
Finish lesson by asking chn to review their work against their design and design criteria. Can chn identify next steps for the final lesson??

4) Recap by playing key word bingo (component, input, output, mechanism, pneumatic system, exploded diagram, linkage, pivot...) Chn to decorate and add detail to their toy. Encourage chn to be creative and experiment with available resources to make their toy appealing (eg: ribbons, pipe cleaners, googly eyes, etc...) Teacher could model some detailing techniques to add a high quality finish to their product. Chn to demonstrate their toys to a partner and identify what they did well and what could be improved. Evaluate the product against the design brief and consider which part of the process was the most challenging. Finally get the chn to take their toys to Y1 and explain how they work!

4) Chn to recap previous learning - what did they create last lesson? What does a catapult need to be structurally sound? How have you begun to reinforce your structure? Chn to continue assembling their catapult, this time focusing on the mechanised component. Model this step to the chn, asking them how the projectile is launched. Chn to work methodically to add this component to their catapult.

5) Chn to spend the final lesson testing their catapults - which projectile works best? Which can travel furthest? How do they know they have achieved the design brief? Chn to self-assess their product by comparing to their original design - is it the same? What did you change/adapt? Chn to peer- assess other's catapults by testing them (post-its to write what they have done successfully, what they like about it...) Stick photo of finished product in DT book.





Year 4

ART

Create a stable, decorated pavilion (linked to topic of 'Greeks')

ART

Design and create a Viking shield (linked to topic of 'Vikings')

ART

Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

	<p><u>Key skills:</u> designing, building frame structures, selecting appropriate materials for building, reinforcing corners to strengthen structure, creating textural effects, evaluating</p> <p>1) Explain to the class that they will be making frame structures for a class expo (explain what this is!) on pavilions. Show different examples (including Greek pavilions from History topic) to the chn - What is the purpose of a pavilion? How might these structures have been constructed? Ask the chn to point out some of the shapes they notice - pyramids, cylinders, to create a strong and stable structure. Allow the chn to explore basic geometric structures by handing out different materials for them to build basic structures from. Encourage them to explore many different ideas to help inform their pavilions designs in their next lesson. Show pictures of pavilions during this so chn can use these as a basis. Materials could include...</p> <ul style="list-style-type: none"> - Marshmallows/soft sweets and toothpicks - Modelling dough and toothpicks - Paper/card and tape - Lollypop sticks and glue <p>Get the chn to look at other chn's work - how did they make their structures? Did they have any difficulties? Take photos during this part for use in lesson 2!!</p> <p>2) Recap previous lesson by asking chn to recall 2 interesting facts they found out about pavilions and 1 question they still have about them. Discuss the design brief (pavilion to be showcased in class expo) and ask the chn to think about the following - you could do this as a class beforehand!!</p> <p>My pavilion must:</p> <ul style="list-style-type: none"> - Have a frame structure - Fit on an A4 piece of paper - Be an open space that provides shelter - Be appealing - Be structurally sound - Include strengthening techniques (eg: card triangles) <p>Can chn think of ideas to inform their own design – nature/patterns/colours/animals/weather/landscape/flower</p>	<p><u>Key skills:</u> researching, designing, innovating, evaluating</p> <p>1) Hook the children in by telling them that they will be becoming a Viking this term - they will need to prepare for battle by designing and then making a shield for them to use. Ask the children to do their own research around Viking weaponry - what did they believe was key to winning a battle? What weapons did they have? What did they use to protect them in battle? What sort of designs were commonly used? Chn to work in pairs to create a mindmap of information - allow the chn to use a variety of resources, including non-fiction books, online resources (provide suggested websites), and factfiles.</p> <p>2) Chn to use their research from the last lesson to inform their shield design - what patterns/colours will they use? What shape will the shield be? How will it be reinforced? Show the chn some examples - you may wish to have a modelled design example to share with the chn. Chn to label the parts of the shield with appropriate vocabulary and explain why they have designed their shield this way.</p> <p>3) Chn to begin assembling their shield, using cardboard, glue, staples, tape to craft the shape and design of their shield. Model sketching the shape onto their piece of cardboard before cutting to ensure accuracy. Chn to have finished their shape and attached the handle to their shield by the end of the lesson. Record this step in their books.</p> <p>4) Chn to continue making their shield, finishing off their assembling if they had not done it already. Chn to begin adding the details to their shield (eg: patterns, colours, adornments) to create a historically accurate Viking shield. Provide a variety of resources such as paints, pens, silver/black duct tape, junk modelling bits, pins for the chn to use when detailing their shield.</p> <p>5) Could chn come in dressed as a Viking one day to celebrate their topic? Could play some Viking-style invasion games outside/in the hall -</p>	
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Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

s/fire/sea/rivers/wildlife... In pairs, chn to complete their design brief for their pavilions and then design their pavilions (have photos from lesson 1 to hand), considering materials/shapes/tools they will use to have a stable structure. Ensure chn tell you which materials they need if not in school (they could possibly bring in some from home...?)

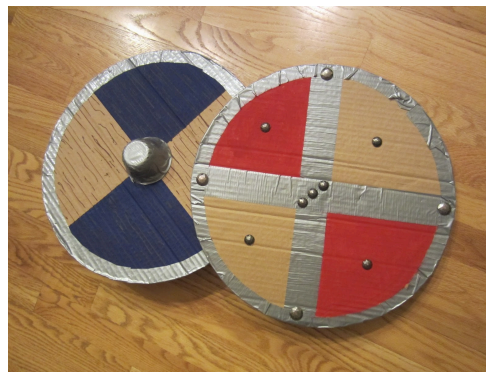
3) Recap by playing key vocab bingo as a class (eg: 3D shapes, structure, reinforcement, pavilion, stable, natural, aesthetic, etc...) Demonstrate how to recreate some of the structures the chn explored in lesson 1, using more permanent/sophisticated construction techniques that can be modelled. Ask chn to review their designs from lesson 2 and allow plenty of lesson time for them to create their structures in their pairs. Ensure chn continuously check their design sheet to stay on track with their original design and materials they planned to use. Finish by asking chn to make notes on their design sheet about changes they would like to make.

4) Recap by playing fact tennis with a partner - what can they remember about pavilions and the design brief? Explain to the chn that for their final lesson, they will add cladding to their frame structures to complete them. Show how cladding can be applied for different effects (eg: enclose a space, create barriers, open a space up, create shadows/patterns). Ask half the class to scrunch a sheet of paper up as tightly as possible, other half to create a zig-zag through folds and creases - chn to open the sheets and flatten them to see the different textured effects they've created. Give the chn a variety of materials in various colours to use for cladding, such as...

- Tissue paper
- Sugar paper
- Card
- Wrapping paper
- Hessian scraps
- Newspaper
- Ribbons

Ask chn to consider how they will attach the cladding to their pavilion, how it will affect weight of structure, etc before adding their cladding. Once finished, chn to compare their final pavilion to their design sheet. What did they find easy/challenging, what worked well and what did

they could spend the day in their costumes with their shields... Chn to evaluate their shields and compare them to their original design brief - have they been successful in designing and making a Viking shield? Chn to evaluate their own shield and peer-assess others.



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	<p>not. Arrange all the pavilions in class to create a 'Class Expo' - ask the chn to go on a gallery walk to review the range of pavilions that have been created.</p> 		
<p>Year 5</p>	<p>ART</p> <p><u>Design and make a pop-up book (li</u></p> <p><u>Key skills:</u> designing, storyboarding, making mechanism using sliders/pivots/folds, evaluating</p> <p>1) Explain the brief to the class - this term they will be designing and then creating a pop-up storybook for their Year 1 buddy classes. Have some pop-up/interactive books and greeting cards out for chn to explore and see if they can identify examples of pop-up structures and mechanisms. Disassemble a greeting card or make one to model to the chn so they can see how it works underneath the page. Show the chn how a slider mechanism works as well as a lever mechanism. What is the purpose of each mechanism?</p> <p>Ask the chn to do some market research with the Year 1s - what genre of stories do they like? What popular characters do they like? Where are their favourite stories set? Explain to the chn they will divide their chosen story into 4 key scenes, with a short caption for each page. Chn to create a design template with plenty of detail - consider using a checklist to guide them!! Finish by peer-assessing work of a partner - give them each a couple of sticky notes to write comments and place on their partner's template (suggest improvements and comment on what</p>	<p>ART</p> <p>G</p> <p><u>Lesson 1</u> - Introduce Ration books/What are they?/Why were they used?/How are they linked to our History topic this term?</p> <p><u>Lesson 2</u> - Create your own Ration book - Listen to some accounts of how they were used.</p> <p><u>Lesson 3</u> - Explore and see what a week's worth of rations looked like for an average family - How do you think families coped with this amount of food? Compare to shopping lists/items we have today. Role play using Ration books made last week.</p> <p><u>Lesson 4</u> - Look at some of the recipes for food that was made during the war using the weekly rations - What are your thoughts? Would these be foods that you would eat today? Why/Why not?</p> <p><u>Lesson 5</u> - Collect rations and make a cake in small groups</p>	<p>ART</p>

	<p>they have done well).</p> <p>2) Recap by asking chn to speak to their partner for 1 minute about their design brief, then swap!! Recall learning from lesson 1 - do chn understand what the input/output of a motion is? What is a mechanism? Explain that today the chn will start creating their storybook by making the structure of the book and the mechanisms they designed. Model how to fold the card and glue them together to make a 4 page book (A3) - include front cover too! Have the checklist available for chn to see and cross-reference with whilst making their structures...</p> <p>Slider: part of a mechanism which allows an object to move from side to side or up and down.</p> <p>Lever: a mechanism where a bar moves around a fixed point or pivot.</p> <p>Spacers: small pieces of slightly raised card used to restrict the movement of a slider.</p> <p>Layers: shapes cut out from paper or card to hide mechanisms underneath.</p> <p>Have card, split pins, scissors, glue available. Chn to create their structures and mechanisms but NOT secure them to their books. Will do this in lesson 3 when introducing spacers. Instead get them to sketch lightly where they intend to place the pieces.</p> <p>3) Recap by retelling their story to a partner in under 10 words. Explain that today the chn will begin to consider the finished aesthetic of their pop-up book to ensure they have a high-quality product for their Y1 target audience. Model how to decorate a pop-up book to hide the mechanisms using spacers and layers to create a 3D effect. They could use squares of card, display board border scraps, etc... Once chn have made their spacers and layers they can start gluing the mechanisms in the position they sketched out previously and then add the spacers/layers to hide the mechanisms for a neater finish!! KS2 chn should be completing their product within this set time frame - ensure they are all finished by the end of the lesson! Finish by reviewing their pages against the original designs they created - consider if they have</p>				
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stuck to the plan or deviated slightly and why, does it match the design brief/does it suit the target audience etc.

4) Recap 3 different mechanisms or structures that might be found in a pop-up book with a partner. In pairs, ask the chn to compare both of their products to the design criteria (has moving parts, colourful/appealing, glued together effectively, tells a story...) Teacher could suggest or model some methods to decorate/add detail to the front cover and pages - have different resources available such as felt, paper, card, corrugated card for chn to include in their book (hits design criteria of being suitable and interactive for target audience). Chn can communicate their caption by writing neatly in pen, add speech bubbles or comic-style captions?? If chn are finding it difficult with timings consider printing some of the characters out for them to stick in! Finish by having a showcase of the pop-up books with chn peer-assessing other books - could give them some post-its to add positive feedback/successes related to design criteria. Finally, get the chn to meet with their buddy class and read their story to their buddy!



Year 6

Design and create a 3 course meal:

Create a clay model of the human heart:

	<p><u>Key skills:</u> recipe writing, following a recipe, using correct quantities of ingredients, adapting a recipe, working to a given timescale, working safely/hygienically</p> <p>1) Introduce the brief - Mr Spencer is running a 'Come Dine with Me' style competition to design and make a 3 course meal which the kitchen could produce en-masse for the school over the festive period. The chn will be working in groups to design and prepare a 3 course meal, with each dish being scored out of 5 by two judges. The group with the highest overall score will win the 'come dine with me' title - reward could be to have lunch with Mr Spencer/extra break/book token?? - up to you!!</p> <p>Explain to the chn that everyone will have a key ingredient for each course. Teacher to choose ONE key ingredient for each course that each of the chn will use. It doesn't have to be any of the ones listed below if you don't fancy them so feel free to choose your own if you like!!</p> <p>Starter: peppers, carrots, crackers, cucumber... Main: salmon, turkey, roast potato... Dessert: raspberries, strawberries, pineapple, greek yoghurt...</p> <p>Ask the chn if they are familiar with the ingredients (have they tried it before, do they know any dishes that use this ingredient...) Put chn into groups of 6 - 3x pairs per group, each pair to be assigned 1 of the 3 courses. Emphasise collaboration within the whole group, not just the pair (so courses can complement each other). Chn to then research recipes on iPads for their assigned course - make recipe notes on ingredients/prep/flavours/equipment. Finish by having discussion about food that chn eat at home - are there any that are traditional to their culture or maybe a family favourite they have often?</p> <p>Possible ongoing homework idea?? ask each of the chn to decide on a dish they like/have often at home and to bring a copy of the recipe in (handwritten!) by end of term - could make into a class recipe book for chn to take home at the end of topic!</p> <p>2) Recap ingredients being used in each course, what</p>	<p><u>Key skills:</u> researching, planning, sculpting/modelling, evaluating</p>	
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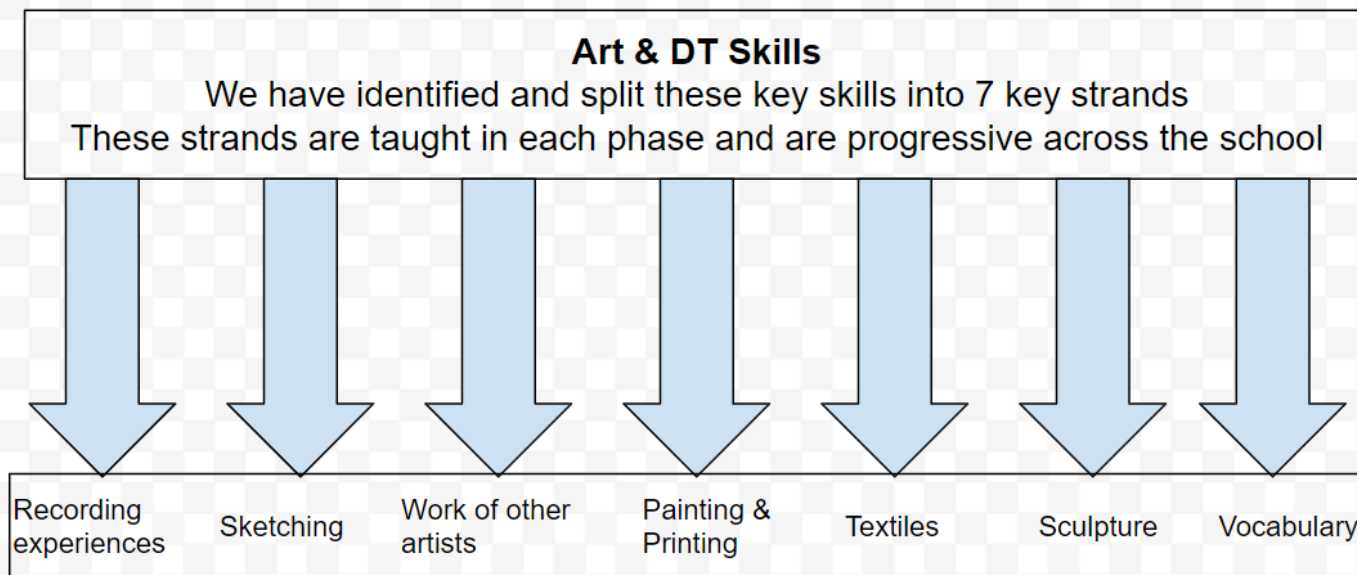
research did they do last lesson? Mind-map as a class which dishes they know that use their ingredients. Explain that today they are going to practice some of the techniques needed when preparing food. Each group to spend some time discussing with an adult what their recipes are - provide chn with ingredients and equipment to practice (support in modelling safety when using graters/knives etc. Other chn to review their recipes and think deeply about their ingredients - do they complement each other? Have some foods for them to combine and try together - do the combined flavours work together?

3,4 & 5) Explain that for the next 3 lessons the chn will rotate to manage multiple dishes being cooked/prepared. Chn will be doing one of the following per lesson:

- Preparing/cooking assigned course (maybe do all starters for this lesson, then mains following lesson and desserts last..?)
- Creating a storyboard showing journey of key ingredient for their course (research - farm to fork!)
- Editing/writing up the final version of the family recipe they were assigned for homework to go in class recipe book, adding illustrations, top tips, etc.

Chn to taste the dishes prepared by their peers - 1x main pair and 1x dessert pair from a different group to taste the starter pair's dish. Score out of 5 and record!





Area of learning Art	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Curriculum	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when 	<ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			

	<p>role playing characters in narratives and stories.</p>						
<p>Recording experiences</p>		<ul style="list-style-type: none"> - Start to record simple media explorations in a sketchbook. -Record colour exploration. - Begin describing artists' work. - Inclusion of photographs to record practical exploration. 	<ul style="list-style-type: none"> - Use a sketchbook to plan and develop simple ideas. - Use a sketchbook to plan and develop simple ideas - Build information on colour mixing, the colour wheel and colour spectrums. - Collect textures and patterns to inform other work. - Start forming basic opinions - Inclusion of photographs to record practical exploration. 	<ul style="list-style-type: none"> - Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. - Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. - Identify interesting aspects of objects as a starting point for work. - Use a sketchbook to express feelings about a subject - Make notes in a sketch book about techniques used by artists - Annotate ideas for improving their work through keeping notes in a sketchbook - Inclusion and basic annotation of 	<ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Express likes and dislikes through annotations - Use a sketchbook to adapt and improve original ideas - Keep notes to indicate their intentions/purpose of a piece of work - Inclusion and basic annotation of photographs to record practical exploration 	<ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Use sketchbooks to plan a sculpture through drawing and other preparatory work as well as how they may join parts of the sculpture. - Keep notes which consider how a piece of work may be developed further. - Adapt work as and when necessary and explain why. - Use key vocabulary to demonstrate knowledge and understanding - Where appropriate, the inclusion and detailed annotation of photographs to record practical exploration 	<ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. - Annotate work in sketchbook providing detailed explanations for choices and opinions. - Use the sketch book to plan how to join parts of the sculpture. - Annotate work in sketchbook. - Record reflections of projects considering what they have learned, what they may change and what went well. - Use key vocabulary to demonstrate knowledge and understanding. - Where appropriate, the inclusion and detailed annotation of photographs to record practical

Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

				photographs to record practical exploration			exploration
Responding to artists		<p>Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
Drawing		<p>Use a variety of drawing tools - pencil, felt tip, chalk, watercolour, paint.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and have the opportunity to test drawing techniques</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to experiment independently with a variety of techniques such as cross hatching, blending, stippling.</p> <p>Begin to show consideration in the choice of pencil grade they use.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone as well as attempting to show reflections and shading in a drawing.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</p> <p>Depict movement and perspective in drawings.</p> <p>Begin to develop an awareness of composition, scale and proportion.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and</p>	

Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

		such as: hatching, scribbling, stippling, and blending to create light/ dark lines.			<p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>digital images.</p> <p>Develop close observation skills.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	
Colour		<p>Have the opportunity to work with poster paint, acrylic, watercolour, pencils, felt tips etc.</p> <p>Identify primary colours.</p>	<p>Identify primary and secondary colours.</p> <p>Experiment with colour mixing using a variety of different mediums i.e. paint, chalk, pencil, pastels.</p>	<p>Understand and experiment with how to lighten and darken colours and identify this as tone.</p> <p>Describe colours appropriately and begin to comment on</p>	<p>Use specific and appropriate colour language i.e. primary, secondary, tertiary, hue, shapes, tints etc.</p> <p>Experiment with mixing different</p>		<p>Experiment with colour in unique ways i.e. through set design and makeup.</p> <p>Use colour on a large scale and still remain in control of their</p>

Art & DT curriculum map and progression of skills

Tadpole Farm CE Primary Academy

		<p>Experiment with colours and begin to mix primary colours to make secondary colours.</p> <p>Use a variety of tools to apply colour such as brushes, fingers, rollers etc.</p> <p>Start to consider how different colours make them feel and say which colours they like and dislike.</p> <p>Create basic colour wheels.</p>	<p>Create repeating patterns using shape and colour as the repeating element.</p> <p>Apply colour to a variety of different canvases i.e. dry clay, paper etc.</p> <p>Create colour wheels.</p>	<p>the impact they have on a piece of art.</p> <p>Understand the difference between primary, secondary and tertiary colours.</p> <p>Make purposeful decisions about the colours they use in their own pieces and begin to explain why they have made these decisions.</p>	<p>colours across mediums.</p> <p>Compare how colour can look different depending on the medium used i.e. watercolour vs acrylic vs poster paint vs ink.</p>		<p>application.</p>
Sculpture							
Printing							
Textiles							
A range of artists		<p>Jackson Pollock, Alma Thomas, Piet Mondrain</p>	<p>Maria Rivans, Yaykoi Kusama.</p>				
Key terminology							