



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
------------	----------	----------	----------	----------	----------	----------

ART

- Excellent website to support with all artist's information and art movement information:
<https://www.theartstory.org/>
- Lessons should be weekly and a minimum of 4 lessons to include:
 - Art Movement study
 - Artist study
 - Skill development
 - Critique/evaluate their final piece (does not actually have to be 100% finished but the majority of the class should have finished)
- All National curriculum objectives MUST be covered and assessed along with the topic based objectives.
- Supportive planning document for a topic is available to use.
- All studies, explorations and critiques should be in sketchbooks so you can see the development of all over the years.
- Every year in Autumn 1 will focus on colour theory. Slides are available to alter and use according to your year group.
 - **Year 1:** explore primary colours, begin to mix them
 - **Year 2:** Secure primary colour knowledge, explore mixing primary colours to make secondary colours
 - **Year 3:** Secure primary and secondary colour knowledge, explore adding more of a primary colour to a secondary to see what happens explain they are tertiary colours, explore warm and cool colours
 - **Year 4:** Secure understanding of the primary and secondary colours, explore tertiary colours, to explore analogous colours
 - **Year 5:** Secure understanding of primary, secondary and tertiary colours, explore contrasting/complimentary colours
 - **Year 6:** Secure understanding of primary, secondary and tertiary colours, explore monochromatic shades adding white and black to create shades and tints

All work (except final pieces – these should be photographed) should be put into the black Art/DT books, they are not meant to be perfect, they are there for experiments and recording ideas.
A range of **19 Artists and 19 Art Movements** from all walks of life are covered from Year 1 to Year 6.
Drawing, painting, collage, 3D, print making and sketchbook skills all developed each year to show progression over time.
Vocab linked to each medium, developing each year.
Children will learn about the Art movement timeline throughout school.

National Curriculum Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Please use the objectives below to link to your Art focus.

Here is an example:

Many of the objectives below will overlap and in a single lesson you may cover a number of objectives, for example: Year 3 Spring 1, covers Lowry as the artist and painting. They will record findings in a sketchbook while being taught about an artist and in another lesson, they will record findings and experiments of painting techniques while still exploring an artist.

DT

Notes:

- We currently have access to Projects on a Page – data.org.uk (all available on the G drive).
- These contain every bit of information needed to deliver quality DT lessons; key vocabulary, key learning objections, possible ideas and resources needed and possible cross curricular objectives.
- CPD videos and support available on – **data.org.uk**
- Lessons to be taught once per term – possible DT days or week. Evidence to be collected the black Art/DT books.
- Knowledge organisers, vocabulary slides available on the G Drive
- Assessment to be carried out directly. Year groups 1-6 to use supplied quizzes. Each topic will have a spread sheet with relevant objectives to be met. Teachers to list names of children. This will then easily be transferred straight onto Sonar.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

DT strands are covered from Years 1-6

Cooking and nutrition EYFS to Years 1- 6

Structures Year 1, Year 4, Year 5

Mechanism Year 1, Year 2 following onto **Mechanical systems** Year 3, Year 6

Textiles Year 2, Year 3, Year 5

Electrical systems Year 4, Year 6

EYFS	<p>Physical Development: ELGs</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Statements:</p> <ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Develop manipulation and control. • Explore different materials and tools. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>Ideas:</p> <ul style="list-style-type: none"> - Already visible in provision - Using paint brushes in glitter to write words - Playing in provision <p>Understanding the world: ELGs</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Explore how things work <p>Statements:</p> <ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. <p>Ideas:</p> <ul style="list-style-type: none"> - Using natural materials to create art, allowing them to explore the natural world in a different way <p>Expressive arts and design: ELGs</p> <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 role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Statements:</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. <p>Ideas:</p> <p>Already visible in provision everywhere – below suggestions to support topics</p>					
Nursery A	<p><u>All about me</u></p> <p>Art</p> <p><u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</p> <ul style="list-style-type: none"> - draw symbols to describe me (using different drawing/writing tools) - portraits using a picture of half of their face and they try to finish it 	<p><u>Winter Wonderland</u></p> <p>DT</p> <p>Make sleighs – junk modelling/ Make winter cookies</p>	<p><u>Superheroes/People who help us</u></p> <p>Art</p> <p><u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</p> <ul style="list-style-type: none"> - rainbow (like the NHS) - explore primary colours, using paint, paddles, mixing them with their hands, exploring the colours - decorate capes and masks 	<p><u>Nature Detectives</u></p> <p>DT</p> <p>Outdoor structures using natural equipment</p>	<p><u>Let's go on Holiday</u></p> <p>Art</p> <p><u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</p> <ul style="list-style-type: none"> - use shapes to represent different objects you might take on holiday: rectangle for a suitcase, circle for a beachball, etc. - use items in class to make a 3D 'sculpture' to represent holidays 	<p><u>Under the Sea</u></p> <p>DT</p> <p>Make boats</p>

Nursery B	<u>Traditional Tales and Nursery Rhymes</u> Art <u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism <ul style="list-style-type: none"> - decorate a gingerbread man (exploring primary colours mostly) - using primary colours, paint little red riding hood 	<u>Special Times & Special People</u> DT Moving Christmas cards Religious foods	<u>Pirates</u> Art <u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism <ul style="list-style-type: none"> - make a pirate flag (drawing or painting) - make a map 	<u>Journeys</u> DT Junk Modelling Vehicles	<u>On the Farm</u> Art <u>Abstract Expressionism</u> https://www.tate.org.uk/art/art-terms/a/abstract-expressionism <ul style="list-style-type: none"> - using material, tissue paper and techniques like folding and scrunching, make a chick 	<u>Mini Beasts</u> DT Minibeasts made out of different fabrics and materials
Reception	<u>It's good to be me!</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism <ul style="list-style-type: none"> - Draw a portrait and add colours (using pencils) - Paint symbols representing me (explore primary colours) - Draw favourite outfits 	<u>Celebrations.</u> DT Celebration cards/ Latkes	<u>Dinosaurs</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism <ul style="list-style-type: none"> - Press items into clay to make dinosaur prints - Press stones into clay and mark make to make fossils - Foot print stamps 	<u>Space</u> DT Junk Modelling Rockets Paper Mache Planets	<u>Growing</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism <ul style="list-style-type: none"> - Draw a growing flower, from seed to blossoming flower, cutting out paper/tissue to make the petals 3D 	<u>The Great Outdoors</u> DT Foods from around the world
KS1 NC Objectives	<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"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 		

1	<u>Bauhaus</u> <u>Wassily Kandinsky</u> <u>Colour theory: Squares with concentric circles</u> Sketchbook focus/Painting Stand-alone lessons Use watercolour paints and oil pastels to recreate his artwork.	<u>Geography</u> <u>Life in Leeds</u> <i>What is it like where we live?</i> Design, make and evaluate a structure (product) for _____ (user) for _____ (purpose). Let's build a house ..\DT\Projects on a Page 2019\1_2 Freestanding structures Side 1.doc	<u>Naturalists</u> <u>J.M.W. Turner</u> <u>rain, steam and speed -great western railway</u> Print Making Curriculum links Sketch out train first, then overlay stamps/printing tools to create the impression of a train.	<u>History</u> <u>Everybody's talking</u> History of communication within living memory <i>How has communication changed across living memory?</i> Design, make and evaluate a story book (product) for _____ (user) for _____ (purpose). Story book challenge ..\DT\Projects on a Page 2019\1_2 Sliders and levers Side 1.doc	<u>Fauvism</u> <u>Maurice de Vlaminck</u> <u>The River Seine at Chatou</u> Collage/3D/Painting Curriculum links Create a collaged wave with tissue, then paint waves on top in a fauvist way.	<u>Geography</u> <u>Beside the Seaside</u> <i>Why do we love to be beside the seaside?</i> Design, make and evaluate a fruit salad (product) for _____ (user) for _____ (purpose). Creative fruit salad ..\DT\Projects on a Page 2019\1_2 Preparing fruit and vegetables.doc
	Sequence of objectives <ul style="list-style-type: none"> • To use previously and newly taught colour theory knowledge. • To explore primary colours. • To identify and use primary colours. • To explore colour mixing with different mediums. 	Objectives <ol style="list-style-type: none"> 1. Research - To explore a range of existing structures in school and local environment. To generate and share ideas based on simple design criteria, explaining what they could make. structure, wall, tower 2. Design - To plan by suggesting what to do next. To experience different methods of joining card and paper. design, framework, straight 3. Make - To select and use tools, materials, skills and techniques, explaining their choices. To build structures, exploring how they can be 	Sequence of objectives <ul style="list-style-type: none"> • To understand and explore different printing tools. Including: sponges, rollers, stamps, hands, leaves, flowers, plants, other found objects. • To use previously and newly taught colour theory knowledge. • To explore using a B and 2B pencil. • To create shades, shadows and 3D shapes and objects. • To develop compositional drawing. 	Objectives <ol style="list-style-type: none"> 1. Research – To explore a range of existing books and everyday products that use simple sliders and levers. To explore and use sliders, levers and understand that different mechanisms produce different movement. To have early experiences of working with paper and card to make simple flaps and hinges. slider, lever, pivot 2. Design – To develop, model and communicate their ideas through drawings and mock – ups with card and paper, explaining what they could make. design, card, ideas 	Sequence of objectives <ul style="list-style-type: none"> • To experiment with papers to create different effects – by folding, scrunching, tearing, cutting, deconstructing, pleating and joining. • To use previously and newly taught colour theory knowledge. 	Objectives <ul style="list-style-type: none"> • Research – To begin to understand what healthy foods are. To say and give examples of food that is grown. To experience, select and generate initial ideas and design criteria through from a range of fruit and vegetables undertaking sensory activities i.e. appearance, taste and smell. fruit, vegetable, healthy diet • Design –To design appealing products for a particular user based on simple design criteria. soft, juicy, crunchy

		<p>stronger, stiffer and more stable. To use simple finishing techniques suitable for the structure they are creating. cut, fold, join.</p> <p>4. Evaluate -To evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. To know and use technical vocabulary relevant to the project. evaluate, weak, strong, surface</p>		<p>3. Make – To select and use tools, materials, skills and techniques, explaining their choices, to cut, shape and join paper and card. To use simple finishing techniques suitable for the product they are creating. paper fastener, pull/push, up/down</p> <p>5. Evaluate - To evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets design criteria. To know and use technical vocabulary relevant to the project. evaluate, user, purpose</p>		<ul style="list-style-type: none"> Make – To use simple utensils and equipment to eg. Peel, cut, slice, squeeze, grate and chop safely. peeling, cutting, squeezing Evaluate – To evaluate ideas and finished products against design criteria, including intended user and purpose. To know and use technical and sensory vocabulary relevant to the project.
	<p>Mark making tools, red, blue, yellow, explore, texture, shape, scale, brush size, primary colours, layering, mixing, Bauhaus</p>	<p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic</p> <p>circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Experiment, print, media, medium, roller, pallets, mono print, repeating patterns, Naturalists</p>	<p>slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join</p> <p>pull, push, up, down, straight, curve, forwards, backwards</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	<p>Textural effects, variety, images, media, medium, materials, fold, crumple, Fauvism</p>	<p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>
2	<p><u>Magic Realism</u> Frida Kahlo <u>Colour theory: Self-portrait on the Borderline between Mexico and the United States</u> Sketchbook focus/Painting Stand-alone lessons</p> <p>Self portrait in her style, exploring colours further.</p>	<p><u>History</u> Up Up and Away! First Aeroplane flight Link To Sir Geoge Caley Scarborough) <i>How did man first learn to fly?</i> Design, make and evaluate a glider (product) for _____ (user) for _____ (purpose).</p> <p>On the road. ..\DT\Projects on a Page 2019\1_2 Wheels and axles Side 1.doc</p>	<p><u>Abstract</u> Henri Matisse <u>Decoupage: Snail</u> Collage/Drawing Stand-alone lessons</p> <p>Create an abstract decoupage of an object with cut out pieces of paper and tissue.</p>	<p><u>History</u> Nurturing Nurses History of nursing - Florence Nightingale/Edith Cavell/Nellie Spindler (Wakefield)/Zofia Szlenkier (Warsaw) <i>How did conflict help develop modern nursing?</i> Design, make and evaluate bags (product) for _____ (user) for _____ (purpose).</p> <p>Just pop it in a bag.</p>	<p><u>Surrealism</u> Georgia O'Keefe <u>Red Canna</u> Print making/Drawing Stand-alone lessons</p> <p>Create a symmetrical floral print inspired by her artwork.</p>	<p><u>Geography</u> A Kenyan Adventure Nairobi, Kenya <i>Why is Nairobi warmer than Leeds?</i> Design, make and evaluate vegetables (product) for ____ (user) for dips (purpose).</p> <p>A world of vegetables ..\DT\Projects on a Page 2019\1_2 Preparing fruit and vegetables.doc</p>
	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously and newly taught colour theory knowledge. To identify the primary colours. To explore mixing paint using primary colours to make secondary colours. To develop a secure understanding of primary and secondary colours. 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> Research – To explore and evaluate a range of products with wheels and axles. To generate initial ideas and simple design criteria through talking and using your own experiences. To distinguish between fixed and freely moving axles. vehicle, wheel, axle Design – To have gained some experience of designing, making and evaluating products for a specified user and purpose. To develop some cutting, joining and finishing skills with card. mechanisim, axle holder, chassis 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore using paper of different mediums to create abstract images. To develop skills with papers to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> Research – To explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. To understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Fabrics, buttons, stitching Design – To design a functional and appealing product for a chosen user and purpose based on simple design criteria. To generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously and newly taught colour theory knowledge. To experiment creating symmetrical images with paint and other mediums on paper. To choose a medium to practice creating ideas using taught methods. To use previously taught drawing skills. To explore using a 3B pencil with previously taught pencils. To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal points using a B, 2B and 3B pencils. 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> Research – To understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the ‘eatwell plate’. To experience vegetables, undertaking sensory activities ie. appearance taste and smell and generate initial ideas and design criteria through investigating the variety. Sensory, fruit, vegetable Design – To design appealing products for a particular user based on simple design criteria. Design, ingredients, planning Make – To select from a range of fruit and vegetables according to their characteristics e.g. colour,

		<p>3. Make – To select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. To select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. joining, shaping, finishing</p> <p>4. Evaluate - To evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets design criteria. evaluate, purpose, functional</p>		<p>communication technology. Criteria, template, pattern,</p> <ul style="list-style-type: none"> Make – To select from and use a range of material, tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Mark out, join, decorate Evaluate - To evaluate their ideas throughout and their final products against original design criteria. To know and use technical vocabulary relevant to the project. User, purpose, function 	<ul style="list-style-type: none"> To develop skills with drawing foreground and background. 	<p>texture and taste to create a chosen product. To use simple utensils and equipment, with growing confidence, to eg. Peel, cut, slice, squeeze, grate and chop safely. Peel, cut, slice</p> <ul style="list-style-type: none"> Evaluate - To taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. To know and use technical and sensory vocabulary relevant to the project. Taste, criteria, popular
	<p>Brush, size and types, scale, Colour; mixing, primary colours, secondary colours, techniques, layering, mixing media, Magic Realism</p>	<p>Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>names of tools, equipment and materials used</p> <p>design, make, evaluate, purpose, user, criteria, functional</p>	<p>Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges, Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, Abstract</p>	<p>names of existing products, joining and finishing techniques, tools, fabrics and components</p> <p>template, pattern pieces, mark out, join, decorate, finish</p> <p>features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>	<p>Symmetry, medium, paint, print making, design, repeating patterns, Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, foreground, background, Surrealism</p>	<p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>
KS2 NC Objectives	<p>On top of the objectives covered in key stage 1 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <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. 			<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		
3	<p>Cubism Picasso Colour theory: Electric Prisms Sketchbook focus/Drawing/3D Stand-alone lessons</p> <p>Explore creating 3D shapes, with single-point perspective (slides available to pick up and use in folder), to create further depth use colours.</p>	<p>Geography Investigating India India <i>Would my life be the same in India?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). Bhaji time! ..\DT\Projects on a Page 2019\3_4 Healthy and varied diet Side 1.doc</p>	<p>Impressionism Claude Monet and Mary Cassatt Boulevard des Capucines and The Boating Party Painting Curriculum links to Industrial Revolution</p> <p>Compositional painting of things around the classroom, in the impressionist style.</p>	<p>History The changing face of Leeds and Bradford Saltaire and the Industrial Revolution <i>How did the Industrial Revolution change Leeds and Bradford?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose) What's a loom? ..\DT\Projects on a Page 2019\3_4 Levers and linkages.doc</p>	<p>Pop Art Andy Warhol Coca-Cola (3) Print making (Styrofoam printing)/Drawing Curriculum links to America</p> <p>Create a single colour print of a travel stamp in bright colours, similarly to Pop Art work.</p>	<p>Geography An American Road Trip The USA <i>What is so special about the USA?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose) Travel wallet ..\DT\Projects on a Page 2019\3_4 2D shape to 3D product Side1.doc</p>

	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To use previously and newly taught colour theory knowledge. To understand and identify the secondary colours. To explore warm and cool colours. To explore tertiary colours. To explore and use single-point perspective to draw accurately. To explore proportion. To create compositional drawings using taught techniques. 	<p>Objectives</p> <ol style="list-style-type: none"> Research – To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. To generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Appearance, seasonal, processed Design – To plan the main stages of a recipe, listing ingredients, utensils and equipment. To carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Design criteria, annotated sketch, ingredients Make – To select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Technique, processed, cook Evaluate - To evaluate the ongoing work and the final product with reference to the design criteria and the views of others. To know and use relevant technical and sensory vocabulary appropriately. user, sensory evaluations, purpose 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To understand and identify the secondary colours. To explore warm and cool colours. To explore tertiary colours. To create compositional paintings using taught techniques. 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To explore and used mechanisms such as flaps, sliders and levers. To distinguish between fixed and loose pivots. To understand and use lever and linkage mechanisms. Linkage, mechanism, pivot Design – To generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Prototype, design brief, guide Make – To order the main stages of making, select from and use appropriate tools with some accuracy to cut, shape and join paper and card. To select from and use finishing techniques suitable for the product they are creating. Input, output, process Evaluate - To evaluate their own products and ideas against criteria and user needs, as they design and make. To know and use technical vocabulary relevant to the project. Appealing, design criteria, purpose 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To develop different printing skills with different tools. Including: sponges, rollers, stamps, hands, leaves, flowers, plants, other found objects. To experiment with Styrofoam as a medium. To explore using tools to press designs into the Styrofoam to create an image. To explore creating images in Styrofoam and then printing images after rolling paint onto the Styrofoam. To use previously and newly taught colour theory knowledge. To use previously taught drawing skills. To explore using a 4B pencil with previously taught pencils. To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal points using a B, 2B, 3B, and 4B pencils. To develop skills with drawing foreground, middle ground and background. 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. To understand how a key event/individual has influenced the development of the chosen product and/or fabric. investigate, structure, aesthetics Design – To plan the main stages of making, select and use a range of materials and appropriate tools with some accuracy e.g. cutting, joining and finishing. template, fabric type, annotated sketch Make – To have used simple patterns, templates for marking out and have evaluated a range of textile products. To know how to strengthen, stiffen and reinforce existing fabrics. Stitch, fastening, finishing technique Evaluate - To test their product against the original design criteria and with the intended user. To know and use technical vocabulary relevant to the project. Functional, strength, purpose
	<p>Blending, pastels, primary colours, secondary colours, tertiary colours, mixing, single-point perspective, focal points, perspective, composition, warm and cool colours, Cubism</p>	<p>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>	<p>Composition, primary colours, secondary colours, tertiary colours, perspective, single-point perspective, Impressionism</p>	<p>mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>	<p>printing blocks, impression method, relief method, repeating patterns, Print with two colour overlays, brayer, texture, gouge, Pencil grades, dimension, variations, tone, proportion, composition, expression, foreground, middle ground, background, Pop Art</p>	<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p>
4	<p>Biomorphism Salvador Dali Colour theory: The Persistence of Memory Sketchbook focus/Drawing Curriculum links to Spain</p>	<p>Geography Sunny Spain Spain <i>Is Spain the ideal holiday destination?</i></p>	<p>(Inspired by) Dada Man Ray Les Larmes (Glass Tears) Collage Stand-alone lessons</p>	<p>History Scavengers and Settlers Stone Age to Iron Age (4000BC – 600BC)</p>	<p>Contemporary Nancy Crow and Tracey Emin Quilt prints and birds Print making (Monoprinting) Curriculum links to Egypt</p>	<p>History Pharaohs, Pyramids and Papyrus Ancient Egypt (1600BC +) <i>How civilized were the Ancient Egyptians?</i></p>

<p>To design, using soft pastels, a Salvador Dali inspired tortilla.</p>	<p>Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>Spanish tortilla</p> <p>..\DT\Projects on a Page 2019\3_4 Healthy and varied diet Side 1.doc</p>	<p>Take photos of themselves with ipads, 1 like a passport photo and multiple crazy photos with big eyes, mouths and expressive faces. Then print the crazy pictures slightly bigger than the passport photo, so when they overlay the cut out expressive images, they will stand out drastically over their passport style photo.</p>	<p><i>How did life change from the Stone Age to the Iron Age?</i></p> <p>Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>A Roundhouse</p> <p>..\DT\Projects on a Page 2019\3_4 Shell structures.doc</p> <p>Create a detailed architectural drawing of a Roundhouse. (Art link)</p>	<p>To create a background and then draw hieroglyphs in a second colour. They may add designs.</p>	<p><i>Linked to Science</i></p> <p>Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>Tomb raiders</p> <p>..\DT\Projects on a Page 2019\3_4 Simple circuits and switches Side 1.doc</p>
<p>Sequence of objectives</p> <ul style="list-style-type: none"> To use previously and newly taught colour theory knowledge to paint the piece. To develop skills of creating tertiary colours. To explore analogous colours. 	<p>Objectives</p> <ol style="list-style-type: none"> Research – To carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. grown, reared, caught Design –. To generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. appearance, smell, preference Make – To plan and make using the main stages of a recipe, listing ingredients, utensils and equipment. Hygienic, cook, utensils Evaluate - To evaluate the ongoing work and the final product with reference to the design criteria and the views of others. To know and use relevant technical and sensory vocabulary appropriately. sensory evaluations, purpose, user 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To develop skills with different materials to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. To take photographs and use taught skills to create physical abstract collages. 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To investigate, develop knowledge and evaluate a range of existing strong shell structures including the materials, components and techniques that have been used. To develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Structure, three-dimensional, material Design – To generate realistic ideas and design criteria collaboratively through discussion, analysis of existing products, focusing on the needs of the user and purpose of the product. Net, adhesives, accuracy <ul style="list-style-type: none"> To use previously taught drawing skills and explore drawing proportions and explore drawing single- and two-point focal point drawings. To explore using a 5B pencil with previously taught pencils. To create shades, shadows and 3D shapes and objects with crosshatching using a B, 2B, 3B, 4B and 5B pencil. To develop skills with drawing thin, thick, soft and hard lines. Make – To select and use appropriate tools to measure, mark out, cut, score, and shape and assemble with some accuracy. To use finishing techniques suitable for the product they are creating. Joining, assembly, shaping Evaluate - To test and evaluate their own products against design criteria and the intended user and purpose. To explain 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To develop different printing skills with different tools. Including: rollers, pencils and brushes. To use previously and newly taught colour theory knowledge. To experiment with monoprinting. To create a final monoprint with two colours, using taught techniques. To use previously taught drawing skills for proportion and single-point focal point drawings. To develop skills with drawing focal points, foreground, middle ground and background. 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To investigate and analyse a range of existing battery-powered products. diagrams. To gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. System, series circuit, appealing Design – To generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded. To apply their understanding of computing to program and control their products. Input device, output device, function Make – To order the main stages of making, select from and use tools and equipment to cut, shape, join and finish with some accuracy. To select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. To cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. Switch, battery, connection Evaluate - To evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work .To know and use technical vocabulary relevant to the project. Design criteria, appealing, user

				<p>their choice of materials according to functional properties and aesthetic qualities. To know and use technical vocabulary relevant to the project. Evaluating, innovative, design criteria</p> <ul style="list-style-type: none"> 		
	<p>Colour: mixed colours – primary, secondary, tertiary, analogous colours, mix, blend, experiment, effects, textures, Biomorphism</p>	<p>name of products, names of equipment, utensils, techniques and ingredients,</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>	<p>collage techniques, tearing, overlapping and layering to create images and represent textures, photograph, photography, image, Dada</p>	<p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</p> <p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression, architecture, abstract, radical deconstructive designs, neo-gothic, modernista movement</p>	<p>Monoprint, ink, palette knife, brayer, intaglio, proofs, stencil, mark making, colour mixing, roller, palette, foreground, middleground, background, Contemporary</p>	<p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>
5	<p>De Stijl Piet Mondrian Colour theory: Composition with large red plane, yellow, black, gray and blue Print Making/3D/Painting Stand-alone lessons</p> <p>On a square slab of clay, they will use tools to indent the clay (not all the way through) with straight lines to create a Mondrian inspired geometric piece. That they will later paint in his style.</p>	<p>History Groovy Greeks Ancient Greece (700-480BC) <i>How did Greek ways of life affect modern life?</i></p> <p>Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>Greek cuisine .. \DT\Projects on a Page 2019\5_6 Celebrating culture and seasonality.doc</p>	<p>Art Nouveau Laurel True and Antoni Gaudi Any and Casa Batllo Design/Drawing/collage Curriculum links</p> <p>To create a coaster mosaic in either artist's style. To work as a floor for the DT topic.</p>	<p>History Ruthless Romans Romans (27BC – 476AD) (must include a look at the Roman withdrawal from Britain) <i>What did the Romans ever do for us?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>Roman structures</p> <p>.. \DT\Projects on a Page 2019\5_6 Frame structures.doc</p>	<p>Nouveau Realism (Explore how his art changed over the different movements) David Hockney Look at a range of his art from over the years Painting/Sketchbook focus Curriculum links</p> <p>To create a David Hockney inspired self portrait, in his 1990s style.</p>	<p>Geography Welcome to Yorkshire Yorkshire <i>Is Yorkshire a wonder of the world?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose).</p> <p>Textiles - Mobile phone case .. \DT\Projects on a Page 2019\5_6 Combining different fabric shapes.doc</p>
	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To use clay tools to carve a design into the clay slab. To use previously and newly taught colour theory knowledge to paint the piece. To explore complimentary/contrasting colours. To have a secure understanding of primary, 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To understand how key chefs have influenced eating habits to promote varied and healthy diets. To carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. To understand about seasonality in relation to food products and the source of different food 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To use previously taught drawing skills for proportion, single-point focal point drawings. To explore two-point focal point drawings. To explore using a 5B and 6B pencil with previously taught pencils. To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal 	<p>Objectives</p> <ul style="list-style-type: none"> Research – To research key events and individuals relevant to frame structures and understand how to strengthen, stiffen and reinforce 3-D frameworks. To carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Research, frame structure, stability Design – To generate, develop and model innovative ideas, 	<p>Sequence of objectives</p> <ul style="list-style-type: none"> To use previously and newly taught colour theory knowledge. To develop skills of creating paintings with primary, secondary, tertiary and complimentary/contrasting colours. To develop the skills of creating washes as a base for paintings. To use the full range of colour knowledge to choose the best colours, in-line with Nouveau Realism. 	<p>Objectives.</p> <ol style="list-style-type: none"> Research – To generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Textiles, functionality, authentic Design – To design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification including detailed lists of

	secondary and tertiary colours.	<p>products. Seasonality, nutrition, intolerance</p> <ul style="list-style-type: none"> • Design – To generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. To write a step-by-step recipe, including a list of ingredients, equipment and utensils. Use words and annotated sketches. Design specification, ingredients, innovative • Make – To know how to use utensils and equipment including heat sources to prepare and cook food. To select and make using appropriate utensils and equipment accurately to measure and combine appropriate ingredients. To make, decorate and present the food product appropriately for the intended user and purpose. Combine, knead, fold • Evaluate - To evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. To know and use relevant technical and sensory vocabulary. Design specification, evaluate, source 	<p>points using a B, 2B, 3B, 4B, 5B and 6B pencils.</p> <ul style="list-style-type: none"> • To develop skills with drawing focal points, foreground, middle ground and background. 	<p>through discussion, prototypes and annotated sketches. To have a basic understanding of what structures are and how they can be made stronger, stiffer and more stable. To develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Annotated sketch, shape, triangulation</p> <ul style="list-style-type: none"> • Make – To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. To use finishing and decorative techniques suitable for the product they are designing and making. Stiffen, strengthen, reinforce • Evaluate - To critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. To know and use technical vocabulary relevant to the project. Purpose, user, design specification • 		<p>equipment and fabrics relevant to their tasks. To develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design decisions, pattern pieces, annotate</p> <p>3. Make – To select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. To make a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Pinking shears, reinforce, fastenings</p> <p>4. Evaluate - To compare the final product to the original design specification. To test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. To consider the views of others to improve their work. To strengthen, stiffen and reinforce fabrics where appropriate. Evaluate, user, purpose</p>
	Colour: mixed colours – primary, secondary, tertiary, contrasting and complimentary colours, Experiment, print, media, medium, roller, clay, slab, imprint, press, paint, De Stijl	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief	<p>perspective, single- point perspective, two-point perspective, horizon, composition, scale, foreground, middle ground, background, shading, hatching, blending, mosaic, tessera, positive space, negative space, treccadis, trencar, pique assiette, Art Nouveau</p>	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional	<p>Colour: mix and match, atmosphere, light effects, flesh, primary, secondary, tertiary, contrasting and complementary colours, wet, dry, watercolours, imagination, Nouveau Realism</p>	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype
6	<u>Post-Impressionism</u> Vincent Van Gogh <u>Colour theory: Fourteen Sunflowers in a Vase</u> <u>Sketchbook focus/painting</u> Backgrounds Stand-alone lessons	<u>History</u> Traders and Raiders Vikings (793-1066AD) and Anglo Saxons (410-1066AD) <i>How did the Vikings and the Anglo Saxons influence our country?</i> <i>Science link stand alone</i>	<u>Post-Impressionism</u> Vincent Van Gogh <u>Fourteen Sunflowers in a Vase</u> Drawing/collage Stand-alone lessons Explore drawing, sketching and drawing sunflowers and the vase.	<u>Geography</u> Extreme Earth Japan <i>What is it like to live in a seismic country?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). Time for sushi	<u>Post-Impressionism</u> Vincent Van Gogh <u>Fourteen Sunflowers in a Vase</u> Painting Stand-alone lessons To finally use their knowledge of colour mixing to paint their own Fourteen Sunflowers in a Vase painting. Creating	<u>History</u> Arabian Nights Islamic Civilisations (AD900) <i>Did Early Islamic civilizations invent it all first?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). To create a waterwheel / aqueduct

	To explore the artist and the artwork. Mix paint colours to create the background to their final piece.	Design, make and evaluate a (product) for _____ (user) for _____ (purpose). To monitor and control. ..\DT\Projects on a Page 2019\5_6 Monitoring and control.doc	Then to draw, lightly, on top of their background they painted in Autumn.	..\DT\Projects on a Page 2019\5_6 Celebrating culture and seasonality.doc	depth, expression and composition with colours.	..\DT\Projects on a Page 2019\5_6 Cams Side 1.doc
	Sequence of objectives <ul style="list-style-type: none"> To develop the skills of creating washes as a base for paintings. To use all previously and newly taught colour theory knowledge to paint a background. To explore monochromatic colours and how to create them. 	Objectives <ul style="list-style-type: none"> Research – To have an understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. battery-powered, functional, electrical product Design – To generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. . To formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Design brief, circuit, function Make – To develop a design specification for a functional product that responds automatically to changes in the environment and to create and modify a computer control program to enable their electrical product to respond to changes in the environment To competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Cable, LDR, LED Evaluate - To continually evaluate and modify the working features of the product to match the initial design specification. To test the system to demonstrate its effectiveness for the intended user and purpose. To know and use technical vocabulary relevant to the project. Design specification, user, purpose 	Sequence of objectives <ul style="list-style-type: none"> To use previously taught drawing skills for proportion, single- and two-point focal point drawings. To explore using a 6B pencil with previously taught pencils. To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal points using a B, 2B, 3B, 4B, 5B and 6B pencils. To develop skills with drawing focal points, foreground, middle ground and background. 	Objectives <ul style="list-style-type: none"> Research – To explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. To understand how key chefs have influenced eating habits to promote varied and healthy diets. To understand about seasonality in relation to food products and the source of different food products. To have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Intolerance, allergy, nutrition Design – To generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. To use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Ingredients, seasonality, innovative Make – To make, decorate and present the food product appropriately for the intended user and purpose. Utensils, shape, combine Evaluate - To evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. To know and use relevant technical and sensory vocabulary. Evaluate, design specification, improvements 	Sequence of objectives <ul style="list-style-type: none"> To use all previously and newly taught colour theory knowledge to create an observational recreation of a painting. To create depth and dimension with colours, shades and tints. 	Objectives. <ol style="list-style-type: none"> Research – To investigate famous manufacturing and engineering companies relevant to the project. To test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. To understand that mechanical systems have an input, process and an output. Cam, functionality, authentic Design – To develop a simple design and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. To produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Design decisions, framework, motion Make – To understand how cams can be used to produce different types of movement and change the direction of movement. To have experience of cutting and joining techniques with a range of materials including card, plastic and wood. Axle, shaft, crank Evaluate - To compare the final product to the original design specification. To consider the views of others to improve their work. To know and use technical vocabulary relevant to the project. Design specification, user, purpose
	Primary, secondary, tertiary, complimentary, contrasting, analogous and monochromatic colours, tints, shades, base wash, Post-Impressionism	reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator,	Observation, photographs, visual images, , Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single-point and two-	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source,	Primary, secondary, tertiary, complimentary, contrasting, analogous and monochromatic colours, tints, shades, depth, composition, lighting, aspect, perspective, dimension, Post-Impressionism	cam, snail cam, off-centre cam, peg cam, pear shaped cam, follower, axle, shaft, crank, handle, housing, framework, rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams, mechanical system, input movement, process, output movement,

		conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit, function, innovative, design specification, design brief, user, purpose	point perspective, horizon, composition, scale, foreground, middle ground, background, Post-Impressionism	seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief		design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief
--	--	---	--	---	--	---