



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 16 Art Movements from all walks of life are covered from Nursery 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.					
EYFS	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 in the DT folders. - 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 in EYFS they follow the ELGs. 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					
	Physical Development: ELGs - 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. Statements: - 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. Ideas: - Already visible in provision - Using paint brushes in glitter to write words - Playing in provision Understanding the world: ELGs • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Explore how things work Statements: • 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. Ideas: - Using natural materials to create art, allowing them to explore the natural world in a different way Expressive arts and design: ELGs • 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. Statements: • 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. Ideas: Already visible in provision everywhere – below suggestions to support topics					
Nursery A 25/26						
Nursery B 24/25	<u>All About Me</u> Art Printing using shapes. Art based on the picture 'Circles' by Kandinsky	<u>Light and Colour</u> Art Colour Mixing - Light and Colour using paddles and flashlights	<u>Real Life Superheros</u> DT Textiles - Design and make a uniform for superhero's.	<u>On The Farm</u> DT Food Tech - Making & Designing pancakes with farm produce	<u>Minibeasts</u> Art Collages in the style of Eric Carle *Tissue paper layering	<u>Journeys</u> DT Junk Modeling - Vehicles
Reception	<u>All About Me</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism - Draw a portrait and add colours (using pencils) - Paint symbols representing me (explore primary colours) - Draw favourite outfits	<u>Dinosaurs</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism - Press items into clay to make dinosaur prints - Press stones into clay and mark make to make fossils - Foot print stamps	<u>Once Upon a Time</u> DT - Food Technology Making Gingerbread men	<u>A long time ago</u> DT Textiles - Various types of puppets (fingers puppets/stick puppets/hand puppets)	<u>Growing</u> Art <u>Impressionism</u> https://www.tate.org.uk/kids/explore/what-is/impressionism - Draw a growing flower, from seed to blossoming flower, cutting out paper/tissue to make the petals 3D	<u>Space</u> DT Junk Modeling - Rockets

KS1 NC Objectives	- 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.	- 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.
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1	Naturalists J.M.W. Turner rain, steam and speed -great western railway Print Making Curriculum links Sketch out train first, then overlay stamps/printing tools to create the impression of a train. Use primary colours to overlay to begin their mixing learning.	History Steam Power Design, make and evaluate a structure (product) for _____ (user) for _____ (purpose). Let's build a station! ..\\DT\\Projects on a Page 2019\\1_2 Freestanding structures Side 1.doc	Bauhaus Wassily Kandinsky Colour theory: Squares with concentric circles Sketchbook focus/Painting Stand-alone lessons Use watercolour paints and oil pastels to recreate his artwork.	History Everybody's talking History of communication within living memory <i>How has communication changed across living memory?</i> Design, make and evaluate a pop up toy (product) for _____ (user) for _____ (purpose). Pop up toys ..\\DT\\Projects on a Page 2019\\1_2 Sliders and levers Side 1.doc	Fauvism Maurice de Vlaminck The River Seine at Chatou Collage/3D/Painting Curriculum links Create a collaged wave with tissue, then paint waves on top in a fauvist way.	Geography Beside the Seaside <i>Why do we love to be beside the seaside?</i> Design, make and evaluate a fruit kebab (product) for _____ (user) for _____ (purpose). Fruit kebabs for a picnic ..\\DT\\Projects on a Page 2019\\1_2 Preparing fruit and vegetables.doc
	Sequence of objectives - 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. (2 lessons) - 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 (2 lessons) - to use a range of materials creatively to design and make products (2 lessons) - 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.	Objectives 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 Design - To plan by suggesting what to do next. To experience different methods of joining card and paper. design, framework, straight Make - To select and use tools, materials, skills and techniques, explaining their choices. To build structures, exploring how they can be stronger, stiffer and more stable. To use simple finishing techniques suitable for the structure they are creating. cut, fold, join. 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	Sequence of objectives - 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. (2 lessons) - 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 - to use a range of materials creatively to design and make products - 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.	Objectives 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 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 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 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	Sequence of objectives - 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. (2 lessons) - 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 - to use a range of materials creatively to design and make products - 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.	Objectives 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 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.

	Naturalists. Critique, stamps, overlap, layer, pencil grades, stamping, comparison, likes, dislikes, primary colours, red, blue, yellow, mixing, exploration, secondary	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 circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function	Bauhaus, critique, primary colours, red, blue, yellow, mixing, exploration, secondary, concentric circles, comparison, likes and dislikes.	slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function	Fauvism, critique, folding, scrunching, tearing, comparison, like and dislike	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria
2	<u>Magic Realism</u> <u>Frida Kahlo</u> <u>Colour theory: Self-portrait on the Borderline between Mexico and the United States</u> Sketchbook focus/Painting Stand-alone lessons Self portrait in her style, exploring colours further.	<u>History</u> <u>Up Up and Away!</u> First Aeroplane flight Link To Sir Geoge Caley Scarborough) <i>How did man first learn to fly?</i> Design, make and evaluate a glider with wheels and an axle (product) for _____ (user) for _____ (purpose). Up, Up and away ..\\DT\\Projects on a Page 2019\\1_2 Wheels and axles Side 1.doc	<u>Abstract</u> <u>Henri Matisse</u> <u>Decoupage: Snail</u> Collage/Drawing Stand-alone lessons Create an abstract decoupage of an object with cut out pieces of paper and tissue.	<u>History</u> <u>Nurturing Nurses</u> 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). Just pop it in a bag.	<u>Surrealism</u> <u>Georgia O'Keefe</u> <u>Red Canna</u> Print making/Drawing Stand-alone lessons Create a symmetrical floral print inspired by her artwork.	<u>Geography</u> <u>A Kenyan Adventure</u> Nairobi, Kenya <i>Why is Nairobi warmer than Leeds?</i> Design, make and evaluate vegetables (product) for ____ (user) for dips (purpose). A world of vegetables ..\\DT\\Projects on a Page 2019\\1_2 Preparing fruit and vegetables.doc
	<u>Sequence of objectives</u> - 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. (2 lessons) - 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 (2 lessons) - to use a range of materials creatively to design and make products (2 lessons) - 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.	<u>Objectives</u> 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, 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 Evaluate - To taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.	<u>Sequence of objectives</u> - 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. (2 lessons) - 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 - to use a range of materials creatively to design and make products - 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.	<u>Objectives</u> 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 communication technology. Criteria, template, pattern, 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	<u>Sequence of objectives</u> - 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. (2 lessons) - 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 - to use a range of materials creatively to design and make products - 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.	<u>Objectives</u> 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. mechanism, axle holder, chassis 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 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

		To know and use technical and sensory vocabulary relevant to the project. Taste, criteria, popular				
	Magic Realism, critique, primary colours, red, blue, yellow, mixing, secondary colours, orange, green, purple, exploring, comparison, likes and dislikes	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	Abstract, critique, mediums, cutting, folding, scrunching, abstract, overlapping, pleating, decoupage, comparison, likes, dislikes	names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	Surrealism, critique, mediums, folding, Surrealism, secondary, tertiary, symmetry, foreground, background, shading, floral drawings, comparison, like and dislike	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used design, make, evaluate, purpose, user, criteria, functional
KS2 NC Objectives	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: - 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.			- 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	Cubism Picasso Colour theory: Brick Factory at Tortosa Sketchbook focus/Drawing/3D Stand-alone lessons Explore creating 3D shapes, with single-point perspective (slides available to pick up and use in folder), to create further depth use colours.	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	Impressionism Claude Monet and Mary Cassatt Boulevard des Capucines and The Boating Party Painting Curriculum links to Industrial Revolution Compositional painting of things around the classroom, in the impressionist style.	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	Art Nouveau (painting) Gustav Klimt Adele Bloch-Bauer I Print making (Styrofoam printing)/Drawing Stand-alone lessons Create a single colour print of different patterns similar to the girls dress in the painting, then use pens to go over the patterns to enhance them similar to his paintings.	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) A geologists hold all ..\\DT\\Projects on a Page 2019\\3_4 2D shape to 3D product Side1.doc
	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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,	Objectives 1. 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.	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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	Objectives 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	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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	Objectives 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

	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (2 lessons) - 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] (2 lessons) - to create sketch books to record their observations and use them to review and revisit ideas	Appearance, seasonal, processed 2. 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 3. Make – To select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Technique, processed, cook 4. 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	with a range of materials [for example, pencil, charcoal, paint, clay] - 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] - to create sketch books to record their observations and use them to review and revisit ideas	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	example, pencil, charcoal, paint, clay] (2 lessons) - 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] - to create sketch books to record their observations and use them to review and revisit ideas	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
	Cubism, critique, primary, secondary, tertiary, warm and cool, single-point perspective, proportion, composition, horizon, focal point, blending, comparison, likes, dislikes	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	Impressionism, critique, observational drawing, pencil grades, perspective, sketching, single point perspective, proportion, composition, horizon, focal point, comparison, likes and dislikes.	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	Art Nouveau, critique, observational drawing, pencil grades, perspective, imprinting, contrasting colours, analogous, contrasting, comparison, likes and dislikes	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
4	<u>Biomorphism</u> <u>Salvador Dali</u> <u>Colour theory: The Persistence of Memory</u> Sketchbook focus/Drawing Stand-alone lessons To design, using soft pastels, a Salvador Dali inspired tapioca wraps.	<u>Geography</u> <u>Brazil</u> <i>Is Brazil the ideal holiday destination?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). A brazilian lunch ..\\DT\\Projects on a Page 2019\\3_4 Healthy and varied diet Side 1.doc	<u>(Inspired by) Dada</u> <u>Man Ray</u> <u>Les Larmes (Glass Tears)</u> Collage Stand-alone lessons 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.	<u>History</u> <u>Scavengers and Settlers</u> Stone Age to Iron Age (4000BC – 600BC) <i>How did life change from the Stone Age to the Iron Age?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). A Roundhouse ..\\DT\\Projects on a Page 2019\\3_4 Shell structures.doc Create a detailed architectural drawing of a Roundhouse. (Art link)	<u>Contemporary</u> <u>Nancy Crow and Tracey Emin</u> <u>Quilt prints and birds</u> Print making (Monoprinting) Curriculum links to Egypt To create a background and then draw hieroglyphs in a second colour. They may add designs.	<u>History</u> <u>Pharaohs, Pyramids and Papyrus</u> Ancient Egypt (1600BC +) <i>How civilized were the Ancient Egyptians?</i> <i>Linked to Science</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). Torch for the archeologists ..\\DT\\Projects on a Page 2019\\3_4 Simple circuits and switches Side 1.doc

	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] (2 lessons) - 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] (2 lessons) - to create sketch books to record their observations and use them to review and revisit ideas	Objectives 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	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] - 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] - to create sketch books to record their observations and use them to review and revisit ideas	Objectives 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 - 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 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	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] (2 lessons) - 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] - to create sketch books to record their observations and use them to review and revisit ideas	Objectives 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

	Biomorphism Critique, primary, secondary, tertiary, warm and cool, analogous colours, observational drawing, crosshatching, pencil grades, perspective, sketching, blending, texture, comparison, colour schemes, likes and dislikes.	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	Dada, critique, tearing, overlapping, layering, photography, enlarging, juxtapose, comparison, shapes, expressions, likes and dislikes	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 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	Contemporary, critique, monoprinting, pressing, imprint, overlapping, background, proportion, foreground, trace, comparison, shape, likes and dislikes	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
5	<u>De Stijl</u> <u>Piet Mondrian</u> <u>Colour theory: Composition with large red plane, yellow, black, gray and blue</u> Print Making/3D/Painting Stand-alone lessons 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.	<u>History</u> <u>Groovy Greeks</u> Ancient Greece (700-480BC) <i>How did Greek ways of life affect modern life?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). <u>Greek cuisine</u> <u>.. \DT\Projects on a Page 2019\5_6 Celebrating culture and seasonality.doc</u>	<u>Art Nouveau (sculpture)</u> <u>Laurel True and Antoni Gaudi</u> <u>Any and Casa Batllo</u> Design/Drawing/collage Curriculum links To create a coaster mosaic in either artist's style. To work as a floor for the DT topic.	<u>History</u> <u>Ruthless Romans</u> 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). Roman structures <u>.. \DT\Projects on a Page 2019\5_6 Frame structures.doc</u>	<u>Nouveau Realism</u> <u>(Explore how his art changed over the different movements)</u> <u>David Hockney</u> <u>Look at a range of his art from over the years</u> Painting/Sketchbook focus Curriculum links To create a David Hockney inspired self portrait, in his 1990s style.	<u>Geography</u> <u>Welcome to Yorkshire</u> Yorkshire <i>Is Yorkshire a wonder of the world?</i> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). <u>Combining different materials</u> <u>.. \DT\Projects on a Page 2019\5_6 Combining different fabric shapes.doc</u>
	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] (2 lessons) - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	Objectives 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 products. Seasonality, nutrition, intolerance 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	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for	Objectives 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, 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	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (2 lessons) - 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] (2 lessons) - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for	Objectives. 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 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.

	materials [for example, pencil, charcoal, paint, clay] (2 lessons) to create sketch books to record their observations and use them to review and revisit ideas	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	example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas	development of their ideas and products, taking account of constraints including time, resources and cost. Annotated sketch, shape, triangulation 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	example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas	Design decisions, pattern pieces, annotate 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 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
	De Stijl, critique, primary, secondary, tertiary, warm and cool, analogous, complimentary, contrasting, clay, slab, slip, kneading, medium, roller, imprint, press, mixing, comparison, likes and dislikes	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	Art Nouveau, critique, perspective, single and two point focal points, scale, horizon, composition, shading, hatching, blending, grout, tessera, positive and negative space, pique assiette, trencadis and tencar comparison, likes and dislikes.	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional	Nouveau Realism, critique, perspective, proportion, self portrait, complementary colours, contrasting, washes, comparison, likes and dislikes	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> Multiple artists: <u>Paul Cezanne</u> <u>Paul Gauguin</u> <u>Henri Rousseau</u> <u>Georges Seurat</u> <u>Pierre Bonnard</u> <u>Edouard Vuillard</u> <u>Edvard Munch</u> <u>Colour theory</u> Sketchbook focus/painting/drawing Stand-alone lessons To explore the many artists of the movement, looking at how the movement developed over time – what was it like in the beginning	<u>History</u> <u>Traders and Raiders</u> Vikings (793-1066AD) and Anglo Saxons (410-1066AD) 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	<u>Progression through time and movements/places</u> <u>Vincent Van Gogh</u> <u>Multiple artworks over different art movements that he was apart of</u> Sketchbook/Drawing/painting Stand-alone lessons Explore Van Gogh as an artist, who was he, why did he become famous, how did his art change overtime and how did each place influence his style?	<u>Geography</u> <u>Extreme Earth</u> Design, make and evaluate a (product) for _____ (user) for _____ (purpose). Time for sushi .. \DT\Projects on a Page 2019\5_6 Celebrating culture and seasonality.doc	<u>Post-Impressionism</u> <u>Vincent Van Gogh</u> <u>Fourteen Sunflowers in a Vase</u> Drawing/Painting Stand-alone lessons To consolidate their drawing skills for shading, depth and dimension, consolidate their learning on monochromatic colours and shades, to use them to create an original replica of Fourteen Sunflowers in a Vase painting. Creating depth, expression and composition with monochromatic colours from yellow.	<u>History</u> <u>Arabian Nights</u> Islamic Civilisations (AD900) Design, make and evaluate a (product) for _____ (user) for _____ (purpose). Automata toy .. \DT\Projects on a Page 2019\5_6 Cams Side 1.doc

	compared to the end before the next movement came into play.					
	Sequence of objectives - to create sketch books to record their observations and use them to review and revisit ideas & about great artists, architects and designers in history. (3 lessons) - 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] (3 lessons) - to create sketch books to record their observations and use them to review and revisit ideas	Objectives 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 - 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] (2 lessons) - 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] (2 lessons) - to create sketch books to record their observations and use them to review and revisit ideas	Objectives 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 - 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] (2 recap lessons) - 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] (3 doing lessons) - to create sketch books to record their observations and use them to review and revisit ideas	Objectives. 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
	Post-Impressionism, critique, primary, secondary, tertiary, complimentary, analogous, base wash, semi-transparent, monochromatic, tints, shades, colour scheme	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, conductor, crocodile clip,	Pencil grades, single and two point focal point, foreground, middle ground, background, observational drawing, Post-Impression, critique, comparison, likes and dislikes.	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,	Depth, composition, dimension, contrasting colours, monochromatic, tints, shades, focal point, perspective, observational drawing, proportion, comparison, likes and dislikes	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, design decisions, functionality, innovation, authentic,

		control, program, system, input device, output device, series circuit, parallel circuit, function, innovative, design specification, design brief, user, purpose		knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief		user, purpose, design specification, design brief
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