

Art and DT overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Knowledge <u>Early Learning Goal:</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Year 1	<p>What makes me marvellous? ART Knowledge</p> <p>To produce a self-portrait.</p> <ul style="list-style-type: none"> Know about other well-known artists who have painted self-portraits, and explain what they like about them: Leonardo da Vinci 'Self-Portrait', Vincent Van Gogh 'Self-Portrait with Bandaged Ear', Rembrandt van Rijn ('self-portrait', although over 90 are known!), Claude Monet 'Self-Portrait with a Beret,' Paul Gauguin 'Self-Portrait with Halo and Snake,' Pablo Picasso 'Self-Portrait,' and Frida Kahlo 'Self-Portrait with Thorn Necklace and Hummingbird.' Be able to use a variety of mark-making tools to record observations and produce a self-portrait. 	<p>What's in the toy box? DT Knowledge</p> <p>Mechanisms A toy with wheels and axles</p>	<p>What makes our school grounds special? DT Knowledge</p> <p>Food Healthy fruit salad for the Hungry Caterpillar</p> <ul style="list-style-type: none"> Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown. 	<p>Where do I live? ART Knowledge</p> <p>To produce botanical illustrations and prints from plants and flowers.</p> <ul style="list-style-type: none"> Use other botanical illustrator's work (see below in skills) as a basis for observational drawing from photographs, plants and flowers. Look at other artist's work: botanical illustrators Peter Brown, Pierre Joseph Redoute and local artist Sarah Jane Humphries. Use close observational skills to make detailed drawings of subject. Be able to use a range of materials to produce close-up studies of plants and flowers. Produce a repeating pattern print using one of the botanical studies as a starting point for the design. 	<p>Why does Falmouth have a Castle? DT Knowledge</p> <p>Structures A house for the three little pigs</p>	<p>What is the weather like today? ART Knowledge</p> <p>To make a mixed-media picture of a lighthouse.</p> <p>Know about other artists who have studied lighthouses, and explain what they like about the work. Look at 'The Lighthouse at Two Lights' and 'Lighthouse Hill' by Edward Hopper, 'Harwich Lighthouse' by John Constable, 'Four Luggers and a Lighthouse' by Alfred Wallis. Be able to use other artists' work as a starting point for drawings. Combining paint, collage materials and other mark making materials to create a mixed media picture of a lighthouse.</p>

	<p>Skills</p> <ul style="list-style-type: none"> • Explain what they like about the work of others. • Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. • Use artwork to record ideas, observations and experiences. • Explore mark making using a variety of tools. • Make marks in print using found objects and basic tools and use these to create repeating patterns. 	<p>Skills</p> <ul style="list-style-type: none"> • Use a range of simple tools to cut, join and combine materials and components safely. • Ask simple questions about existing products and those that he/she has made. • Create simple designs for a product. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Use wheels and axles in a product.. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<p>Skills</p> <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Use simple tools with help to prepare food safely. • Ask simple questions about existing products and those he/she has made 	<p>Skills</p> <ul style="list-style-type: none"> • Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. • Explore mark making using a variety of tools. • Make marks in print using found objects and basic tools and use these to create repeating patterns. 	<p>Skills</p> <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Ask simple questions about existing products and those he/she has made. • Build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>Skills</p> <ul style="list-style-type: none"> • Explain what they like about the work of others. • Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. • Use artwork to record ideas, observations and experiences. • Explore mark making using a variety of tools. • Cut, glue and trim material to be able to create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines. • Sort, cut and shape fabrics and experiment with ways of joining them.
<p>Year 2</p>	<p>How would I survive on a desert island? Knowledge</p> <p>Structures Making a toy boat</p>	<p>Why are Florence Nightingale and Rosa Parks remembered today? Knowledge</p> <p>Food A healthy snack for wounded soldiers (bread).</p> <ul style="list-style-type: none"> • Understand the need for a variety of food in a diet. • Understand that food has to be farmed, grown or caught. 	<p>What made the Fire of London great? Knowledge</p> <p>Create collages depicting a scene from the Great Fire of London.</p> <ul style="list-style-type: none"> • Look at Jan Griffier’s painting ‘The Great Fire of London, and Lieve Verschuier’s painting ‘The Great Fire of London’ and Great Fire of London’ by unknown artist. Discuss how different artists depicted the scene. • Study and make drawings from the types of buildings in London at that time. • Create collages using a range of materials. 	<p>What makes Falmouth fabulous?</p>	<p>What was it like to be a tin miner? Knowledge</p> <p>Mechanisms Making a moving picture</p>	<p>How do animals survive in the rainforest? Knowledge</p> <p>To create pictures and symmetry prints of rainforest animals and plants.</p> <ul style="list-style-type: none"> • Know about the work of Oenone Hammersley, John Dyer and Henri Rousseau, who have painted scenes from the rainforest. • Be able to study and make drawings from a range of rainforest animals and plants. • Know how to make symmetry prints, for example of butterflies or symmetrical tiger’s faces and incorporate these into a rainforest scene.

	<p>Skills</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Generate, develop, model and communicate his/her ideas through talking, drawing, templates mock-ups and, where possible information and communication technology. • Choose appropriate tools, equipment, techniques and materials from a wide range. • Safely measure, mark out, cut and shape materials and components using a range of tools. 	<p>Skills</p> <ul style="list-style-type: none"> • Use a wider range of cookery techniques to prepare food safely. • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Generate, develop, model and communicate his/her ideas through talking, drawing, templates mock-ups and, where possible information and communication technology. • Choose appropriate tools, equipment, techniques and materials from a wide range. • Evaluate and assess existing products and those that he/she has made using a design criterion. 	<p>Skills</p> <ul style="list-style-type: none"> • Select particular techniques to create a chosen product and develop some care and control over materials and their use. • Give reasons for preferences when looking at art or design work. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. • Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. • Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. 	<p>Skills</p> <ul style="list-style-type: none"> • Select particular techniques to create a chosen product and develop some care and control over materials and their use. • Give reasons for preferences when looking at art or design work. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. • Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. • Experiment with basic tools on rigid and flexible materials. 	<p>Skills</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Generate, develop, model and communicate his/her ideas through talking, drawing, templates mock-ups and, where possible information and communication technology. • Choose appropriate tools, equipment, techniques and materials from a wide range. • Safely measure, mark out, cut and shape materials and components using a range of tools. • Evaluate and assess existing products and those that he/she has made using a design criterion. • Explore and use mechanisms e.g levers, sliders wheels and axles, in his/her products. 	<p>Skills</p> <ul style="list-style-type: none"> • Select particular techniques to create a chosen product and develop some care and control over materials and their use. • Give reasons for preferences when looking at art or design work. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. • Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. • Use a variety of techniques including carbon printing, relief, press, and fabric printing and rubbings.
<p>Year 3</p>	<p>Where in the world is Africa? Knowledge</p> <p>Mechanisms Making a moving African animal</p> <ul style="list-style-type: none"> • Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. 	<p>What was it like to be a Victorian child? Knowledge</p> <p>Textiles Victorian cross stitch Christmas cards</p>	<p>How is climate change affecting our weather?</p> <p>To produce a mixed media collage/painting interpreting extreme weather.</p> <ul style="list-style-type: none"> • Children know about other artists who have depicted extreme weather conditions. Look at work by Turner (for example 'Storm at Sea'), Monet ('Waves Breaking'), Winslow Homer (for example 'Northeaster'), Hokusai ('The Great Wave'), Constable (e.g. 'Rainstorm over Sea'). 	<p>How did Stone Age people live?</p> <p>Create a Stone Age inspired, textured pinch pot.</p> <ul style="list-style-type: none"> • Know about artists who paint pots, and about ceramicists: look at Paul Cezanne (Still life with Blue Pot) and Francisco de Zurbarán (Still Life with Pots) Also look at examples of work by contemporary ceramicists, for example Lucie Rie, Hans Cooper, James Tower, Gordon Baldwin and Ewen Henderson. • Use observational drawings from still lifes. 	<p>Why is the Falmouth coast special? Knowledge</p> <p>Create a print of a sea-creature.</p> <ul style="list-style-type: none"> • Children know about other artists who have produced work on sea-life. Look at 'Sea Turtle' by Andy Warhol, sea creature works by Henri Matisse, and Ernst Haeckel, a marine biologist who produced detailed studies of sea-life. Children can describe their work. • Children can use other artists' work, and photographs, to produce 	<p>Why were Falmouth packet ships important? Knowledge</p> <p>Food Making scones</p> <ul style="list-style-type: none"> • Talk about the different food groups and name food from each group. • Understand that food has to be grown, farmed or caught in Europe and the wider world.

			<ul style="list-style-type: none"> Use sketchbooks to develop ideas from other artists' work, including own drawings and studies from pictures of extreme weather. Combine and layer a range of materials to create a mixed media collage. 	<ul style="list-style-type: none"> Use studies of other artists' work to inform designs. Be able to use tools to include a texture design on surface of the pot. 	<p>their own detailed drawings and paintings.</p> <ul style="list-style-type: none"> Children can develop their sketchbook ideas into a design for a print, and make prints from this. 	
	<p>Skills</p> <ul style="list-style-type: none"> Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. 	<p>Skills</p> <ul style="list-style-type: none"> Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Safely measure, mark out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts. 	<p>Skills</p> <ul style="list-style-type: none"> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Know about some of the great artists, architects and designers in history and describe their work. Compare and recreate form of natural and man-made objects. Able to create a collage using overlapping and layering. 	<p>Skills</p> <ul style="list-style-type: none"> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Know about some of the great artists in History and describe their work: Compare and recreate form of natural and man-made objects. 	<p>Skills</p> <ul style="list-style-type: none"> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Know about some of the great artists, architects and designers in history and describe their work. Compare and recreate form of natural and man-made objects. Create printing blocks using relief or impressed techniques. 	<p>Skills</p> <ul style="list-style-type: none"> Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors.
Year 4	<p>Why was Henry VIII famous? Knowledge Paint a Tudor portrait.</p> <p>Know about why we have portraits of Tudor monarchs, and who painted them Look the work of Hans Holbein, Levina Teerline, Nicholas Hilliard. Understand how we know about the Tudors from their portraits.</p>	<p>What is it like growing up in Europe? Knowledge Food Cooking around Europe</p> <ul style="list-style-type: none"> Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the 	<p>What did the Romans do for us? Knowledge Structures Make a watch out tower</p> <ul style="list-style-type: none"> Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. 	<p>How did it feel to be evacuated? Knowledge</p> <p>Create drawings and paintings showing an evacuee being evacuated and an evacuee in their new home. Plan and make a sculpture showing an evacuee.</p>	<p>What makes Falmouth unique? Knowledge</p> <p>Produce drawings and paintings of local plants and flowers and make a batik print from them.</p> <ul style="list-style-type: none"> Know about the work of Georgia O'Keefe, Van gogh, Monet, Klimt, Manet and Renoir, and be able to discuss their 	<p>What powers Earth? Knowledge</p> <p>Electrical systems A model volcano with a buzzer to create an earthquake effect or a red bulb light up volcano to represent lava</p>

	<p>Be able to draw a portrait, thinking about the proportions of the face.</p> <p>Using pencils to create shade and tone.</p> <p>Mixing colours accurately and selecting appropriate brushes.</p>	<p>body needs to be healthy and active.</p> <ul style="list-style-type: none"> • Understand seasonality and the advantages of eating seasonal and locally produced food. 	<ul style="list-style-type: none"> • Use his/her knowledge of techniques and the functional and aesthetics qualities of a wide range of materials to plan how to use them. 	<ul style="list-style-type: none"> • Look at 'Evacuees' painting by Leila Faithful, evacuee drawing by Nat Moss, and Ethel Gabain's lithographs and use these as a basis for developing ideas for their own drawings and paintings about evacuees. • Look at a range of evacuee sculptures (there are many memorials of evacuee sculptures to look at). • Use sketchbooks to develop ideas about how evacuees might have felt, and how emotions can be shown in a picture, either through the facial expressions and or the background, or objects that are included (for example a teddy bear). <ul style="list-style-type: none"> • Understand the proportions of drawing a human figure. • Be able to use clay or mod-roc and wire to create a sculpture. 	<p>techniques, materials used and level of realism.</p> <ul style="list-style-type: none"> • Be able to draw from real plants and flowers found in the locality. • Be able to use drawings as a starting point to make a batik print. 	<ul style="list-style-type: none"> • Use knowledge of existing products to design a functional and appealing product for a particular. • Use his/her knowledge of techniques and the functional and aesthetics qualities of a wide range of materials to plan how to use them.
	<p>Skills</p> <ul style="list-style-type: none"> • Use taught technical skills to adapt and improve work. • Draw familiar objects with correct proportions. • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studied. • Articulate how he/she might improve their work using technical terms and reasons. 	<p>Skills</p> <ul style="list-style-type: none"> • Read and follow recipes which involve several processes, skills and techniques. • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience 	<p>Skills</p> <ul style="list-style-type: none"> • Create designs using exploded diagrams. • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots in framework. • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. • Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. 	<p>Skills</p> <ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studied. • Articulate how he/she might improve their work using technical terms and reasons. • Draw familiar objects with correct proportions. <ul style="list-style-type: none"> • Experiment with creating mood, feeling, movement and areas of 	<p>Skills</p> <ul style="list-style-type: none"> • Use taught technical skills to adapt and improve work. • Draw familiar objects with correct proportions. • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studied. • Articulate how he/she might improve their work using technical terms and reasons. 	<p>Skills</p> <ul style="list-style-type: none"> • Understand and use electrical systems in products. • Create designs using exploded diagrams. • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots in framework. • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.

	<ul style="list-style-type: none"> • Draws familiar objects with correct proportions. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate tools and techniques. 			<p>interest by selecting appropriate tools and techniques.</p> <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Draws familiar objects with correct proportions. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate tools and techniques. • Print on fabrics using tie dye or batik. 	
Year 5	<p>Were all Vikings vicious? Knowledge</p> <ul style="list-style-type: none"> • Design and make a Viking coil pot, using images of Viking myths and symbols to decorate. • Know about Viking symbols, runes and mythological creatures, and be able to incorporate these into their design. • Know about ceramicists and how they make their work: look at Louise Goodman's coils pots, and St Ives artist Bernard Leach's ceramics, in particular the way he incorporates images into his designs. 	<p>Why is the planet melting? Knowledge</p> <p>Textiles Design and make a hat or gloves</p>	<p>Who won the space race? Knowledge</p> <p>Create paintings, pictures and a collagraph print inspired by space.</p> <ul style="list-style-type: none"> • Understand how space exploration has inspired artists through history. Look at 'Several Circles' by Wassily Kandinsky, 'Constellations' by Picasso, 'Constellation towards the rainbow' by Miro, 'Starry Night' by Van Gogh, and works by Chesley Bonestell and Lucien Rudaux. • Use space artists and photographs as a basis for own drawings and paintings. • Understand how to build up layers to create a printing board, and use this to make prints from 	<p>Why is London an important city? Knowledge</p> <p>Create a picture of a famous London landmark combining collage and drawn or painted background.</p> <ul style="list-style-type: none"> • Know about the work of architects who designed buildings in London, for example: Christopher Wren (St Paul's cathedral), Renzo Piano (The Shard), Charles Barry (Big Ben), Horace Jones (Tower Bridge), Richard Rogers (Lloyds Building). • Know about artists in history who have painted London, including Claude Monet (Houses of Parliament), George Pownell (Picadilly Circus). Camille Pissarro and Andre Derain (both painted Charing Cross Bridge in very different ways-children can compare and contrast the two paintings). • Be able to use line, tone and shading to draw in three dimensions. • Know how to use a range of materials, 	<p>How did the Greeks change the world? Knowledge</p> <p>Food Making a Greek themed dessert/savoury dish</p> <ul style="list-style-type: none"> • Understand the main food groups and the different nutrients that are important for health. • Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat. 	<p>How do forces work? Knowledge</p> <p>Mechanisms/Electrical systems Design and make an automaton</p> <ul style="list-style-type: none"> • Understand how to use more complex mechanical and electrical systems.

				combining collage, drawing and painting, to build up layers on a picture.		
	<p>Skills</p> <ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Return to work over longer periods of time and use a wider range of materials. Develop skills in using clay, including slabs, coils and slips. 	<p>Skills</p> <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Create prototypes to show his/her ideas. Make careful and precise measurements so that joins, hole and opening are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. <ul style="list-style-type: none"> Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 	<p>Skills</p> <ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Return to work over longer periods of time and use a wider range of materials. Experiment with using layers and overlays to create new colours and textures. 	<p>Skills</p> <ul style="list-style-type: none"> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Return to work over longer periods of time and use a wider range of materials. Experiment with using layers and overlays to create new colours and textures. Develop different ideas which can be used and explain his/her choices for materials and techniques used. 	<p>Skills</p> <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Select appropriate ingredients and use a wide range of techniques to combine them. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 	<p>Skills</p> <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. Use more complex mechanical and electrical systems. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.
Year 6	<p>Can you find your way home? Knowledge</p> <p><i>To produce perspective drawings of a street view, and to produce a 3D clay map.</i></p> <ul style="list-style-type: none"> Be able to identify how other artists have used perspective, and to identify focal point, horizon and lines of perspective in other artists' work, for example: Van Gogh's 'Bedroom in Arles,' Gustav Caillebotte's cityscapes, William Ratcliffe and L S Lowrey. 	<p>Why did the world go to war? Knowledge</p> <p>Make a printed picture showing Britain in the Blitz.</p> <ul style="list-style-type: none"> Use work of other artists to inform ideas: Look at work of Bill Brandt and Henry Moore (underground Blitz artists). Leonard Rosoman's paintings, and Charles Cundall's Blitz paintings. Graham Sutherland (Devastation, 1941- an east end street) and John Hamilton (Liverpool Docks during the Blitz). 	<p>What did the Egyptians teach us? Knowledge</p> <p>Design and make an Egyptian death mask.</p> <ul style="list-style-type: none"> Use drawings and sketchbook research to develop final designs and colours. Look at Ancient Egyptian art included paintings, sculptures in wood, stone and ceramics, drawings on papyrus, faience, jewellery, ivories, and other art media to inform ideas. 	<p>Are rainforests important? Knowledge</p> <p>Textiles</p> <p>Design and make an innovative item of clothing to help someone survive in a rainforest</p> <ul style="list-style-type: none"> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. 	<p>What legacy did the Celts leave in Cornwall? Knowledge</p>	<p>Why does the Earth shake and shatter? Knowledge</p> <p>Electrical systems</p> <ul style="list-style-type: none"> Apply his/her knowledge understanding of computing to program, monitor and control his/her product.

	<ul style="list-style-type: none"> • Be able to draw 3D objects by using a focal point and lines of perspective. • Be able to use a focal point, horizon and lines of perspective to produce a street scene. • Create a 3 dimensional clay map, making models of 3 dimensional buildings. 	<p>Also look at the war propaganda posters, and research the artists who made them.</p> <ul style="list-style-type: none"> • Be able to design and make a print showing a scene from The Blitz. • To be able to draw bombed buildings from the Blitz using one-point perspective and 3D drawing skills. • Design and make a propaganda poster print. • Use drawings and research from sketchbooks to develop final designs. 				
	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Describe the work and ideas of various artists, using appropriate vocabulary and referring to historical and cultural contexts. • Explain and justify preferences towards different artists. • Develop an awareness of composition, scale and proportion in their work. <ul style="list-style-type: none"> • Use different techniques, colours and textures. • Use simple perspective in their work, using a single focal point and horizon. 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Describe the work and ideas of various artists, using appropriate vocabulary and referring to historical and cultural contexts. • Explain and justify preferences towards different artists. • Develop an awareness of composition, scale and proportion in their work. <ul style="list-style-type: none"> • Use different techniques, colours and textures. • Layer paint using opaque and translucent layers to create effect. • Use simple perspective in their work, using a single focal point and horizon. 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. <ul style="list-style-type: none"> • Use different techniques, colours and textures when designing and making work, and explain his/her choices. • Refine his/her use of learnt techniques. • Adapt his/her final work based on feedback or discussion based on preparatory ideas. • Produce intricate patterns or textures in a malleable media. 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. • Apply his/her knowledge accurate skills to problem solve during the making process. • Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. • Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. 	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. • Apply his/her knowledge accurate skills to problem solve during the making process. <ul style="list-style-type: none"> • Apply his/her understanding of computing to program, monitor and control his/her product

