

Art and Design Progression Map

The table below outlines the progression of knowledge and skills we would expect to see in Art and Design across the school.

The art and design curriculum at Cathedral School ensures that each year group (Year 1 – Year 6) covers three art and three DT topics throughout the academic year ranging in skills and themes covered. Pupils will have opportunity to practise and build fluency with their skills, growing in complexity as they revisit areas of art and design throughout the year groups whilst allowing them to build schemas over time.

Each year group will also cover a range of famous artists/designers including a diverse mix of BAME artists appropriately linked to the style or medium they are studying.

Each art and design unit has cross-curricular links to science or topic work to promote a creative and engaging curriculum. Each unit will have an ambitious, authentic end goal allowing children to apply the knowledge and skills they have acquired throughout their unit.

This progression map links to each unit cover, used to outline the beginning of a new topic. Each unit cover includes the title of the topic, intent and a table of skills progression that should be used by teachers to plan and teach the lessons within that unit. It also includes a list of key vocabulary that children will encounter during this unit. The children should have opportunities to look through the cover sheet to see what they will be achieving in this unit, consider how it links to previous learning and again at the end of the unit to reflect on how far they have come.

As well as the art and design opportunities within school, we encourage each class to experience an extra-curricular trip/experience throughout the year. These could include trips to theatres, museums, art galleries or participating in workshops by local artists/ designers either in or out of school.

Autumn 1 Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	All about me! My school, my family.	Cooking (DT)	Sculpture (Art)	Painting (Art)	Painting (Art)	Structures (DT)	Painting (Art)
Intent	- First painting using easel - Finger print painting - Autumn calendar - Fruit printing - Leaf rubbings - Digital Media: Hedgehog picture – woodland animals – Tidy	Linking to the children's geography work on 'Our Local Area', the children will learn about and taste the iconic Shrewsbury biscuit (and/or other local recipes). They will then design, bake and evaluate their own version of The Shrewsbury Biscuit.	Linking to the children science unit 'Animals Including Humans and Movement', the children will use clay/salt dough to create their own animal ornament.	Linking to the children's geography work on 'Mapping Our World – Volcanoes and Earthquakes', the children will use the internet to research famous artist Andy Warhol and learn more about Pop Art. They will then study in more detail 'Vesuvius' by Andy Warhol and use this as inspiration for creating their own art pieces based on Mount Vesuvius in Pompeii. There will be an emphasis on colour and understanding the concept of the colour wheel.	Linking to the children's science work on 'Living things and their Habitats' the children will study the work of American folk artist Heather Galler. After exploring and evaluating some of her work the children will create their own animal image in the style of Heather Galler reflecting on colour and pattern. There will be a focus on observing colours and beginning to make independent decisions about equipment for the task.	Linking to the children's science work on 'Forces and Materials', the children will learn about the force of gravity and apply this when designing and making their very own kite. The children will have the opportunity to develop their practical skills such as cutting and drilling during the making stages of the project ensuring they are using tools with greater precision. Once completed, they can then test and evaluate their kites at Forest School.	Linking to the work on Mapping Our World – Trade and Economics, the children will be using fairtrade coffee to paint. They will explore and experiment with how coffee can be used to create different tones and shades before creating their own final fairtrade themed artwork.
Vocabulary		cooking, cookery, ingredients, recipe, instructions, hygiene, baking, Utensils, weigh, scales, cut/chop	Sculpture, clay, salt dough, aesthetics, decoration, material, malleable, rigid, natural/man made, line, shape,	Painting, brushes, colour/ colour wheel, primary/secondary colours, hues, pop art, Andy Warhol, artist,	Colour, mix, tint, tone, shade, shape, pattern, texture, hue, light/dark, bright/ dull, contrast, stroke, brush, wash.	structure, measure (cm/mm), design , prototypes cutting, purpose, slots, materials, tools,	Painting, culture, colour, hue, tint, tone, shade, mood, Brush, stroke, line, composition, shape, texture, pattern, feeling, atmosphere

			Patterns, observation, texture	tint, tone, shade, purpose, effect		shaping, perimeter, sanding, evaluate, refinements (and any other practical skill vocabulary necessary)	
Substantive Knowledge (Practical) Methods, techniques, media, materials.		I can cut ingredients safely and hygienically. I can assemble or cook ingredients.	I can begin to have an awareness of natural and man- made forms. I can express personal experiences and ideas. I can shape and form materials from direct observation (looking at malleable and rigid materials). I can use a range of decorative techniques using line and shape. I can replicate patterns and textures in a 3-D form.	I can colour mix. I can make colour wheels. I can be introduced different types of brushes and their purpose. I can apply colour using a range of tools on large scales using a range of techniques; using dotting, scratching, splashing. I can create a background by using a wash.	I can colour mix and match; tint, tone, shade. I can observe colours. I can begin to make suitable and independent decisions about equipment for the task to create different effects. I can apply colour to reflect mood.	I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). I can develop a range of practical skills to create products (e.g cutting, drilling and screwing, nailing, gluing, filling and sanding).	I can colour mixing and matching; hue, tint, tone, shades and mood. . I can explore the use of texture in colour. I can apply colour for purposes to express feelings.
Substantive Knowledge (Theoretical)	Key artists: -Andrew Goldsworthy – Leaves/nature			Pop Art (mid to late 1950's) Any Warhol (1928- 1987) Mass culture	Edo period of Japanese history	https://www.budget-dumpster.com/blog/how-to-make-plastic-bag-kite/	https://www.twinkl.co.uk/resource/ks2-painting-with-coffee-activity-pack-t-ad-1632254374

Art movements, genres, themes, artists/designers.				<i>Advertising Comic Books</i>			https://schools.fairtrade.org.uk/brew-tiful-fairtrade-coffee-art/
Disciplinary Knowledge <i>How have experts expressed quality and value throughout history?</i>		I can design products that have a clear purpose and an intended user.	I can study the work of a range of artists, craft makers and designers. I can describe similarities and differences in work of other artists. I can make links to their own works. I can create a piece of work in response to work of another artist.	I can study the work of a range of artists, craft makers and designers. I can learn about the work of others via; books, internet, trips to galleries and other sources of information. I can compare the work of different artists. I can explore work from other cultures.	I can study the work of a range of artists, craft makers and designers. I can learn about the work of others via; books, internet, trips to galleries and other sources of information. I can explore work from other periods of time. I can begin to understand what an artist is trying to express through their work.	I can design with the user in mind, motivated by the service a product will offer. I can make products through stages of prototypes, making continual refinements. I can ensure products have a high quality finish, using art skills where appropriate.	I can study the work of a range of artists, craft makers and designers. I can talk about and compare the work of others via; books, internet, trips to galleries and other sources of information. I can talk about the style and quality in their work. I can say what their own work is influenced by.
Autumn 2 Knowledge Progression							
Topic	Celebrations!	Digital Media (Art)	Mechanisms (DT)	Structures (DT)	Sculpture (Art)	Drawing (Art)	Electrics (DT)
Intent	- Drawing, painting and collage poppies. - Firework art – tools etc (not brushes)	Linking to the children's history work on 'Our Heroes', the children will begin to use simple IT mark making tools (e.g. brush, pen) to create a picture independently of their very	Linking to the children's history work on 'Amazing Explorers', children will design, make and evaluate a moon buggy linked to their work on explorer Neil Armstrong. There will be emphasis on	Linking to the children's history unit 'The World Wars - A significant turning point in British History', the children will be looking at Anderson shelters – what they were and how they were used before	Linking to the history unit 'The Achievements of the earliest civilisations: Ancient Egypt', the children will explore a range of Egyptian death masks before using paper mache	Linking to the history unit 'Ancient Greece', the children will have lots of opportunity to observe different sources from this time to explore and sketch Greek patterns. They can experiment with	This half terms unit links to the light and electricity unit in science and the history work on 'A Local History Study: Victorian Shropshire'. The children will use their knowledge of various components

	- Chalk & Illuminous paint on black - Rangoli & Mendhi Patterns - Christmas Cards - Forest school Christmas Decoration - Digital Media: firework art, poppy, Diwali.	significant individual. (e.g. Eglantyne Jebb)	children choosing the appropriate method for their final product (such as levers, winding mechanisms, pulleys and gears).	designing and making their own using a range of materials/media. There will be an emphasis on using cutting and joining tools/techniques safely and accurately.	to create and design their own.	different pencils to create texture and produce increasingly accurate drawings of people when designing their own Greek inspired pot.	to build a circuit and then design, make and evaluate their very own lamp with a shadow element. The children will be encouraged to design a product which is inspired by the Victorian era and will become increasingly confident with the components of an electrical circuit.
Vocabulary		Digital media , laptop, paint, brush , pen, landscape, portrait, tools, colour.	Mechanisms, materials, tools, Levers, pulleys, gears, equipment	Structure, materials, tools, joining, construction, repair.	Sculpture, sculptors, natural/man-made, construction, pattern, surface, texture, paper mache.	Drawing, pencil, surface, materials, range of drawing pencils, light, shade, shadow, mood, line, shape, perspective.	Electronics, circuit, bulb, battery, wires, electrical current, cell, lamp, buzzer, open/closed switch, motor, resistors, LED's, transistors.
Substantive Knowledge (Practical) Methods, techniques, media, materials.		I can begin to use simple IT mark making tools (e.g. brush, pen). I can create a picture independently.	I can create products using winding mechanisms.	I can cut materials accurately and safely by selecting appropriate tools. I can select appropriate joining techniques. I can choose suitable techniques to construct products or to repair items.	I can analyse and interpret natural and manmade forms of construction. I can plan and develop ideas. I can experience surface patterns / textures.	I can explore the effect of light on objects and people from different directions, this will help create mood and feeling. I can interpret the texture of a surface using lines and shape.	I can create circuits using electronics kits that employ a number of components with increasing confidence.

					I can discuss and compare their own work and work of other sculptors.	I can produce increasingly accurate drawings of people. I can explore the concept of perspective. I can continue to make more independent decisions and explain why they have chosen a specific material to draw with.	
Substantive Knowledge (Theoretical) <i>Art movements, genres, themes, artists/designers.</i>	<i>Key artists: Claude Monet – poppies</i>			<i>DT – Creating Anderson Shelter Models – Children of the War (wordpress.com)</i>	<i>Hieroglyphics, Egyptian art</i> <i>Hieroglyphs and Contemporary Art With Seb Lester – Google Arts & Culture</i>	<i>Ancient Greece, Ancient Greek art spans a period between about 900 and 30 BCE and is divided into four periods: Geometric, Archaic, Classical, and Hellenistic.</i> <i>https://www.definitelygreece.com/greek-painters/</i>	<i>Victorian era</i>
Disciplinary Knowledge <i>How have experts expressed quality and value throughout history?</i>		I can study the work of a range of artists, craft makers and designers. I can describe what they see and like in work of other artists.	I can make products, refining the design as work progresses. I can use software to design.	I can design with purpose by identifying opportunities to design. I can make products by working efficiently (such as by carefully selecting materials).	I can study the work of a range of artists, craft makers and designers. I can learn about the work of others via; books, internet, trips to galleries and other sources of information.	I can study the work of a range of artists, craft makers and designers. I can talk about the work of others via; books, internet, trips to galleries and other sources of information.	I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can use prototypes, cross-sectional diagrams

				I can refine work and techniques as work progresses, evaluating the end product design.	I can explore work from other periods of time. I can begin to understand what an artist is trying to express through their work.	I can experiment with different styles artists have used. I can say what their own work is influenced by.	and computer aided designs to represent designs.
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Spring 1 Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Traditional Tales	Structures (DT)	Painting (Art)	Cooking (DT)	Digital Media (Art)	Textiles (DT)	Drawing (Art)
Intent		Linking to the children's geography work on 'Wonderful Weather', the children will be using a range of everyday materials/objects to design, make and evaluate their own weather instrument.	This unit has a focus on famous artist Henri Rosseau and links to the children's geography topic of 'Amazing Adventures'. The children will study the life and works of Henri Rosseau with a particular focus on his famous piece 'Tiger in a Tropical Storm'. Children will use this as inspiration to create their own artwork using oil paints.	Linking to the children's geography work on 'Welcome to the UK', the children will learn about and taste traditional UK recipes before following recipes to make some of them. They will then evaluate their bakes.	Linking to the children's geography work on 'Exploring Europe', the children will use the internet to research famous Russian artist Kazimir Malevich and use a digital media programme to recreate their own work inspired by his artwork 'Suprematist Composition.'	Linking to the children's geography unit on 'Exploring Asia', the children will explore and make their own fabric lanterns using a range of textiles inspired by the country of focus.	Linking to the children's science work on 'Evolution and Inheritance' the children will study the work of Adonna Khare and her large-scale graphite pencil drawings of animals. They will then focus on producing accurate drawing of animals including humans when sketching their own image of the human evolution sketch.

Vocabulary		Structure, materials, cutting, shaping, Tools, drilling, nailing, screwing, strengthen Tearing, cutting, folding, curling	Painting, oil paints, famous artist, Henri Rosseau, tones, tints, light, dark, tools, scales, colour/ colour wheel, primary/secondary colours	Cooking, cookery, ingredients, Recipe, hygiene, baking, utensils, weigh, scales, gram/ kilogram, litres/millilitres	Media, digital media, internet, Research, shape, line, colour	Textiles, product, user, stitch, needle, thread, seam, back stitch, running stitch	Mood, Tone, Crosshatch, Composition Contrast, Direction, Horizon, Shading, Shadow, Perspective, Realism, Impressionist
Substantive Knowledge (Practical) <i>Methods, techniques, media, materials.</i>		I can cut materials safely using tools provided. I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	I can begin to describe objects by their colour. I can mix paint to create all of the secondary colours. I can mix colours and predict the outcome. I can make as many tones/tints of one colour as possible (e.g. using white to lighten and darken colours using black). I can apply colour with a range of tools on a large scale.	I can prepare ingredients hygienically using appropriate utensils. I can measure accurately. I can follow a recipe. I can assemble or cook ingredients.	I can use the internet to research an artist or style of art. I can use photographs taken and combine them with other media to produce a piece of art work. I can present a collection of my work on a slideshow.	I can create objects (such as a cushion) that employ a seam allowance. I can join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration).	I can explore the effect of light on objects and people from different directions. I can interpret the texture of a surface I can produce accurate drawings of people. I can develop the concept of perspective. I can create sketches and drawings with accurate mood and emotion. I can explain why they have combined different skills to create their piece. I can explain why they have chosen

							specific drawing techniques.
Substantive Knowledge (Theoretical) <i>Art movements, genres, themes, artists/designers.</i>			<i>Henri Rosseau, French post-impressionist painter</i>		<i>Kazimir Malevich avant-garde/ abstract artist</i>		<i>Adonna Khare</i>
Disciplinary Knowledge <i>How have experts expressed quality and value throughout history?</i>		I can design products that have a clear purpose and an intended user.	I can study the work of a range of artists, craft makers and designers. I can describe similarities and differences in work of other artists. I can make links to their own works. I can create a piece of work in response to work of another artist.	I can design with purpose by identifying opportunities to design. I can make products by working efficiently (such as by carefully selecting materials). I can refine work and techniques as work progresses, evaluating the end product design.	I can study the work of a range of artists, craft makers and designers. I can learn about the work of others via; books, internet, trips to galleries and other sources of information. I can explore work from other periods of time. I can begin to understand what an artist is trying to express through their work.	I can design with the user in mind, motivated by the service a product will offer. I can make products through stages of prototypes, making continual refinements. I can ensure products have a high quality finish, using art skills where appropriate.	I can study the work of a range of artists, craft makers and designers. I can talk about and compare the work of others via; books, internet, trips to galleries and other sources of information. I can talk about the style and quality in their work. I can say what their own work is influenced by.
Spring 2 Knowledge Progression							
Topic	People Who Help Us!	Drawing (Art)	Drawing (Art)	Sculpture (Art)	Structure (DT)	Painting (Art)	Textiles (DT)
Intent		Linking to the children's history work on 'Our Town Through Time Significant Local History', the	Linking to the children's history work on 'Events Beyond Living Memory', the children will	Linking to the history unit on 'Anglo, Saxons, Vikings and Scots', the children will have the	Linking to the science unit on 'Electricity' and the history work ok 'Animals in Captivity through Time A Theme in British History' the	Linking to the history work on 'Stone Age to Iron Age', the children will explore the	Linking to the children's history work on 'Ancient Civilisations: The Maya', children will learn about the

		children will study the work of artist L.S Lowry to explore the use of tools and texture particularly when observing and drawing the human anatomy. They will then apply these skills to re-create their own Lowry inspired observational drawing of a scene of Shrewsbury.	explore a range of drawing media (e.g. pencils, charcoal, crayons etc) to create their own piece inspired by the famous events of The Fire of London. They may take inspiration from the landscape drawings of Stephen Wiltshire.	opportunity to use clay to re-create an Anglo Saxon inspired pot. The children will have time to plan and develop their ideas, applying their knowledge of patterns and texture to support their design.	children will be planning and designing their own structure for their zoo. There will be an emphasis on measuring materials accurately and applying suitable cutting and shaping techniques to help support their structure.	concept of cave painting during this time in history before experimenting with different types of paint to create their own inspired Stone Age cave art. There will be an emphasis on children using colour for purpose within their final cave art piece.	tradition of weaving including how and when it started and what it was used for. The children will then have a try at weaving on their own cardboard loom before designing, making and evaluating their own woven product.
Vocabulary		Drawing, landscape, portrait, observation, texture, pattern, tools	Drawing, media, pencils, charcoal, crayons, shadow, light/shade, tones/tints, Texture, surface mood	Sculpture, sculptor, construction, model, materials, rigid, malleable, adhesives, aesthetics	Structure, measure (cm/mm), cut, shape, join, stability, support	Painting, colour, hue, tint, tone, shade, mood, texture	Textiles, traditions, culture, weave, loom, weaving, warp, material, texture, appearance, aesthetics
Substantive Knowledge (Practical) Methods, techniques, media, materials.		I can explore a variety of drawings tools. I can explore different textures. I can observe and draw landscapes. I can observe patterns. I can observe anatomy (faces, limbs).	I can experiment with tools and surfaces. I can use drawing as a way of recording experiences and feelings, creating a mood. I can discuss use of and begin to create tone with shadows, light and dark.	I can shape, form, model and construct materials (malleable and rigid materials) I can plan and develop ideas. I can show understanding of different adhesives and methods of construction.	I can measure and mark out to the nearest mm. I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). I can strengthen materials using suitable techniques.	I can colour mix and match; hue, tint, tone, shades and mood. I can explore the use of texture in colour. I can apply colour for purpose.	I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

			I can sketch to make quick records.	I can reflect on aesthetics.			
Substantive Knowledge (Theoretical) <i>Art movements, genres, themes, artists/designers.</i>		<i>L.S Lowry Observational drawing</i>	<i>Stephen Wiltshire. Landscape drawing/ scenes</i>	<i>Anglo-Saxon period/ dark ages</i>		<i>Stone age – iron age</i>	<i>Mayan textiles Weaving techniques</i>
Disciplinary Knowledge <i>How have experts expressed quality and value throughout history?</i>		I can study the work of a range of artists, craft makers and designers. I can describe what they see and like in work of other artists.	I can study the work of a range of artists, craft makers and designers. I can describe similarities and differences in work of other artists. I can make links to their own works. I can create a piece of work in response to work of another artist.	I can study the work of a range of artists, craft makers and designers. I can learn about the work of others via; books, internet, trips to galleries and other sources of information. I can compare the work of different artists. I can explore work from other cultures.	I can design with purpose by identifying opportunities to design. I can make products by working efficiently. I can refine work and techniques as work progresses, continually evaluating the product design. I can use software to design and represent product designs.	I can study the work of a range of artists, craft makers and designers. I can talk about the work of others via; books, internet, trips to galleries and other sources of information. I can experiment with different styles artists have used. I can say what their own work is influenced by.	I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Summer 1 Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Topic	New Life!	Mechanisms (DT)	Structures (DT)	Drawing (Art)	Textiles (DT)	Digital Media (Art)	Sculpture (Art)
Intent		Linking to the topic of Change Within Living Memory (Toys), the children will be exploring a range of toys past to present before designing and making their own toy.	Linking to the topic of Change the Story –Pollution, the children will use everyday materials and recycle them to create their own new structure of their choice.	Linking to the topic on The Romans, the children will use observational skills to draw detailed sketches of some of the famous Roman landmarks including the Colosseum. There will be a focus on using different pencils to experiment with tone and texture in their sketches.	Linking to the topic on Change the Story: Civil Rights, children will design, make and evaluate their very own human rights flag. After exploring examples of Human Rights flags and their meanings, the children will design their own flag before using simple and appropriate stitching techniques to create it.	Linking to the topic Change the Story: Refugees, children will use digital media to create a cartoon style piece similar to that of artist Hani Abbas that reflects and teaches others about the life of Refugees.	Linking to the topic Change the Story: Climate Change, children will design and create their very own 3D sculpture using materials of their choice. Their sculpture should aim to reflect our voices as global citizens and highlight current climate change problems to our Earth.
Vocabulary		Mechanisms, product, user, design, purpose, lever, wheels	Build, design, plan, measure, join, connect, slot, strengthen materials, recycle, reuse	Contrast, tone texture, hue shading, Blend, outline sketch, cross-hatching, reflection Light, dark, shadow	Textile, materials, design, patterns, needle, thread, sewing stitches (<i>e.g. running stitch, basting stitch and backstitch</i>)	Camera, photography, lens zoom, light, shade, graphics, computer Media, digital, editing	Sculpture, sculptor, shape, model, join, materials/media, form 3D/2D
Substantive Knowledge (Practical) Methods, techniques, media, materials.		I can create products using levers and wheels.	I can measure and mark out to nearest cm. I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	I can experiment with the potential of various pencils to create tone and texture. I can use close observation skills. I can create initial sketches as a preparation for painting	I can select the most appropriate techniques to decorate textiles.	I can create a piece of artwork that includes the integration of photographs I have taken. I can combine graphics and text. I can use software to edit and adapt photographs I have taken to give them	I can shape, form, model and join. I can plan and develop ideas. I can use observation and/or imagination. I can understand the properties of a variety of media.

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Topic	Minibeasts	Painting (Art)	Cooking (DT)	Mechanisms (DT)	Cooking (DT)	Mechanisms (DT)	Structures (DT)
Intent		Linking to the children's science unit on 'Plants' the children will study the work of famous artists William Morris and Laura Ashley. Inspired by their designs using natural objects and plants the children will create their own repeating pattern prints. There will be an emphasis on exploring colour and using a range of tools to create their artwork.	Linking to the children's DT from last term, the children will be growing cress inside their greenhouses and will be using term this half term to help them prepare food for their class summer picnic. They will then be recording instructions in literacy on how they made some of the items. There will be an emphasis on children preparing ingredients safely and hygienically. They will also begin to use scales with support to weigh ingredients.	The children will be using the K'nex Education STEM Building Solution box set building models that involve levers and pulleys. The children can work in groups to make the 7 different models with an emphasis on applying their knowledge of the transference of forces.	Linking to the children's literacy text 'Charlie and the Chocolate Factory' and applying their work from the science unit on 'States of Matter' the children will be planning, designing and making their very own chocolate bars. There will be an emphasis on measuring ingredients accurately and learning how to use the hob efficiently.	The children will be using the K'nex Education STEM Building Solution box set, building models that will deepen students' knowledge of the scientific concepts associated with gears including; gear ratios, spur gears, mechanical systems and more. The children can work in groups to make the 7 different models with an emphasis on making products through stages of prototypes, making continual refinements.	Linking to the children's unit on 'Citizens of the World: Ancient Faiths', the children will design, and make a structure reflecting on places of worship they have covered during the unit. They will continue to develop their practical skills to help them create a final product and demonstrate understanding of choosing appropriate tools and materials.
Vocabulary		Paint, colour/ colour names, light, dark, pattern, print, mix	Cook, ingredients, hygiene, cut, peel, grate, prepare Measure (units of measure), scales, weigh,	Mechanisms, STEM, model, pulleys, levers, force, pull. Push, function	Cook, bake, mix, ingredients, knead, Utensils, hygiene, temperature (degrees), Measure (g/kg/ ml/L)	Mechanisms, STEM, model, pulleys, levers, gears, clockwise, anti-clockwise, force, function, prototype, design	Structures, construct, assemble, build, materials, tools, product.
Substantive Knowledge (Practical) Methods, techniques,		I can name all the colours. I can experiment with mixing of colours.	I can cut, peel or grate ingredients safely and hygienically.	I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a	I can prepare ingredients hygienically using appropriate utensils.	I can convert rotary motion to linear using cams.	I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g.

media, materials.		I can find collections of colour. I can apply colour with a range of tools. I can paint something I can see.	I can measure or weigh using measuring cups or electronic scales.	product (such as levers, winding mechanisms, pulleys and gears).	I can measure ingredients to the nearest gram. I can assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).		the nature of fabric may require sharper scissors than would be used to cut paper). I can develop a range of practical skills to create products.
Substantive Knowledge (Theoretical) Art movements, genres, themes, artists/designers .		Printing William Morris Laura Ashley Textiles British Arts and Craft Movement https://www.bbc.co.uk/programmes/p01d6qww2					
Disciplinary Knowledge How have experts expressed quality and value throughout history?		I can study the work of a range of artists, craft makers and designers. I can describe what they see and like in work of other artists.	I can make products, refining the design as work progresses. I can use software to design.	I can design with purpose by identifying opportunities to design. I can make products by working efficiently (such as by carefully selecting materials). I can refine work and techniques as work progresses, evaluating the end product design.	I can design with purpose by identifying opportunities to design. I can make products by working efficiently. I can refine work and techniques as work progresses, continually evaluating the product design. I can use software to design and represent product designs.	I can design with the user in mind, motivated by the service a product will offer. I can make products through stages of prototypes, making continual refinements. I can ensure products have a high quality finish, using art skills where appropriate.	I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

