

Identity								
Skills and knowledge	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge</b>	Name some simple tools.	Name primary and secondary colours.	Know how to mix secondary colours from primary colours.  Appraise the work of Baiba Auria.	Appraise the work of Akinyemi Oludele.	Appraise the work of Jamie Green.	Appraise the work of Tim Garner.	Appraise the work of LS Lowry.	Appraise the work of local graffiti artists.
<b>Skills/Experience</b>	Beginning to be interested in and describe the texture of things.  Begin to realise that tools can be used for a purpose.  Experiment freely to create different textures.	Develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.  Use a range of small tools, including paintbrushes.	Introduce “sketchbook” as being a place to record individual response to the world.  Use primary colours to mix secondary colours.  Self portrait, concentrating on facial features.  Explore different textures by adding lines and dots.  Draw lines of different thicknesses.	Make simple sketchbooks as a way to create ownership from offset  Use colour mixing knowledge and transfer to other media (eg soft pastels)  Begin to control marks made with different media.  Investigate tone by drawing light/dark lines.  Investigate textures by adding lines and dots to produce an expanding range of patterns.	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  Cut, tear and glue materials with increasing precision.  Select and arrange materials to create texture for a desired effect.	Colour mixing and matching; tint, tone, shade  Observe colours - suitable equipment for the task.  Use colour to reflect mood.  Show increasing control of the types of marks made and experiment with effects eg. washes, blocking colour, thickened paint to create texture.  Mix colour shades and tones with increasing confidence.  Use light and dark within painting for effect.	Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook.  Add collage to a painted or printed background.  Build on previous knowledge to mix tones, shades and colour.  Develop own style using tonal contrast and mixed media.  Mix textures using mixed media (rough and smooth, plain and patterned).	Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Develop own style of drawing through line, tone, pattern, texture and mixed media.  Use different techniques for different purposes and understand what works well in their work and why.  Continue to develop awareness of scale, perspective and proportion.
Food glorious food								
Skills and knowledge	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge</b>	Name some simple tools and materials.	Start to think about the need for a variety of foods in a diet.	Begin to understand that all food comes from plants or animals.  Say where some foods come from, (i.e. plant or animal)	Understand that all food comes from plants or animals.  Understand how to name and sort foods	Begin to understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.	Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.	Understand how food is processed into ingredients that can be eaten or used in cooking.  Know about a range of fresh and processed	Understand about seasonality in relation to food products and the source of different food products.

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			Discuss how fruit and vegetables are healthy	into the five groups in 'The Eat well plate.'			ingredients appropriate for their product, and whether they are grown, reared or caught	
Skills/Experience	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>Use different techniques for joining materials, such as adhesive tape and different glue (Bonfire Night rockets-junk model).</p> <p>Use a range of small tools, including cutlery.</p>	<p>Cut, peel and grate safely, with support</p> <p>Generate initial ideas and design criteria through own experiences.</p> <p>Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of ingredients according to their characteristics to create a chosen product.</p> <p>Taste, explore and evaluate a range of products to determine the intended user's preferences for the product.</p>	<p>Begin to use techniques such as cutting, peeling and grating.</p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</p> <p>Explore a range of existing products related to their design criteria.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>	<p>Be able to use a range of techniques such as peeling, chopping, slicing and grating.</p> <p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>Use annotated sketches</p> <p>Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product.</p> <p>Test their product against the original design criteria and with the intended user.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p>Further develop skills including mixing, kneading and baking.</p> <p>Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.</p> <p>Select from and use materials and components, including ingredients, according to their function and properties.</p> <p>Investigate and evaluate a range of products including the ingredients that are used.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose.</p>	<p>Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking</p> <p>Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification.</p> <p>Produce detailed lists of equipment relevant to their tasks</p> <p>Write a step-by-step plan, including a list of resources required.</p> <p>Select from and use, a range of appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>Investigate and analyse products linked to their final product.</p> <p>Compare the final product to the original design specification and record the evaluations.</p> <p>Consider the views of others to improve their work</p>	<p>Become increasingly skilled at peeling, chopping, slicing, grating, mixing, kneading and baking.</p> <p>Use research using surveys, interviews, questionnaires and web-based resources to develop a design specification for a range of functional products.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components</p> <p>Continually evaluate and modify the working features of the product to match the initial design specification.</p>

Communication								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	<p>Recognise primary colours.</p> <p>Recognise secondary colours.</p>		<p>Analyse existing puppets.</p> <p>Describe differences in materials.</p> <p>Suggest ways to make material/product stronger.</p> <p>Choose suitable textiles.</p>	<p>Distinguish between fixed and freely moving axles.</p>		<p>Know what a circuit is and what each component controls.</p>	<p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Knowing that an input is the motion used to start a mechanism</p> <p>Knowing that output is the motion that happens as a result of starting the input</p> <p>Knowing that mechanisms control movement</p> <p>Describing mechanisms that can be used to change one kind of motion into another</p>	<p>Assemble components to make working models.</p> <p>Refine product after testing, considering aesthetics, functionality and purpose.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Generate and develop innovative ideas and share and clarify these through discussion.</p> <p>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components</p> <p>Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect to produce reliable, functional products.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p>Continually evaluate and modify the working</p>

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								<p>features of the product to match the initial design specification.</p> <p>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Test the system to demonstrate its effectiveness for the intended user and purpose.</p>
Skills/Experience	<p>Explores colour and how colour can be changed.</p>	<p>Begin to use and control a variety of drawing tools on different surfaces</p> <p>Produce lines of different thickness and tone using pencil</p> <p>Investigate different lines: Straight, curved, wavy, dashed.</p>	<p>Measure, cut and join textiles to make a product, with some support.</p> <p>Begin to measure and join materials, with some support</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Select from a range of materials according to their characteristics to create a chosen product.</p> <p>Select and use simple utensils, tools and equipment to perform a job eg cutting, joining and finishing; cut, shape and join paper and card.</p> <p>Evaluate their ideas throughout and finished products against design criteria,</p>	<p>Explore and use wheels, axles and axle holders.</p> <p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.</p> <p>Select materials, components, reclaimed materials and construction kits to build and create their products.</p> <p>Use simple finishing techniques suitable for the products they are creating.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user</p>	<p>Apply their understanding of computing to program and control their products.</p>	<p>Use number of components in circuit</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use annotated sketches and appropriate information and communication technology.</p> <p>Select from and use components, including electrical components according to their function and properties</p> <p>Investigate and evaluate a range of products including components that are used.</p>	<p>Begin to use pulleys to create movement</p> <p>Refine product after testing</p> <p>Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p>	<p>Assemble components to make working models.</p> <p>Refine product after testing, considering aesthetics, functionality and purpose.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Generate and develop innovative ideas and share and clarify these through discussion.</p> <p>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components</p> <p>Competently select from and use appropriate tools to accurately measure,</p>

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			including intended user and purpose.	and whether it meets the original design criteria.		Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	Select from and use a range of appropriate , tools and equipment accurately to measure and combine appropriate materials and resources.  Compare the final product to the original design specification and record the evaluations.  Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.  Consider the views of others to improve their work.	mark, cut and assemble materials, and securely connect to produce reliable, functional products.  Use finishing and decorative techniques suitable for the product they are designing and making.  Continually evaluate and modify the working features of the product to match the initial design specification.  Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.  Test the system to demonstrate its effectiveness for the intended user and purpose.
<b>Explorers</b>								
	<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
Knowledge			Appraise the work of Peter Thorpe.	Name some natural and man-made forms.			Appraise the work of other sculptors.  Analyse and interpret natural and manmade forms of construction.	Appraise the work of Antoni Gaudi.  Define hue, tint, tone and shade.
Skills/Experience	Experiment with blocks, colours and marks.	Use colours for a purpose.  Look at and describe what they have produced describing simple techniques.  *Start to produce different patterns and textures from observations, imagination and illustrations	Use different brushes to create different marks (eg small brush for small marks)  Explore lightening/darkening of paint without adding black or white.	Use malleable equipment and media with developing confidence.  Shape, form, construct and model from imagination and observation.	Use malleable equipment and media with confidence.  Secure work to continue at a later date.  Join two parts successfully.	Develop techniques to create intricate patterns/textures/lines /tone and understand why they best suit.  Develop drawings further by adding a third dimension and perspective.	Work in a safe, organised way.  Combine coil, pinch and slab techniques.  Experiment with different ways of finishing eg. glaze, paint, polish.	Hue, tint, tone, shades and mood  Explore the use of texture in colour  Colour for purposes  Colour to express feelings

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			<p>Begin to control the types of marks made.</p> <p>Begin to mix secondary colours and predict the resulting colours.</p>	<p>Use surface patterns/textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>Produce intricate surface patterns and use when appropriate.</p> <p>Use coil, pinch and slab techniques.</p> <p>Continue to explore carving as a form of 3D art.</p>	<p>Identify and draw the effect of light.</p> <p>Work on a variety of scales.</p>	<p>Gain experience in modelling over an armature (framework).</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p>	
Structures								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge		Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Name a range of materials.	Describe some different characteristics of materials.	<p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p>	<p>Understand and use linkage mechanisms</p> <p>Distinguish between fixed and loose pivots.</p>	<p>Know what a lever is.</p> <p>Understand how to use levers to create movement.</p>	<p>Know that structures can be strengthened by manipulating materials and shapes</p> <p>Identify the shell structure in everyday life (cars, aeroplanes, tins, cans)</p> <p>Understand man made and natural structures</p>
Skills/Experience	Children develop their mark making and begin to add meaning to their marks e.g portraits- this is my face.	<p>Cutting skills, twisting paper, using glue tape according to texture.</p> <p>Use a range of small tools, including scissors.</p>	<p>Arrange pieces of a construction before building.</p> <p>Make a structure/model using different materials.</p> <p>Cut materials using scissors or a knife.</p> <p>Join two materials together, often with glue.</p> <p>Make simple models, not necessarily with a purpose.</p> <p>Develop and communicate these ideas through talk and</p>	<p>Measure materials</p> <p>Join materials in different ways</p> <p>Use joining, rolling or folding to make it stronger</p> <p>Use own ideas to try to make product stronger</p> <p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Plan by suggesting what to do next.</p> <p>Use simple finishing techniques suitable for</p>	<p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p> <p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user</p> <p>Plan the main stages of making.</p> <p>Select from and use a range of appropriate utensils, tools and equipment with some</p>	<p>Select most appropriate tools / techniques.</p> <p>Explain alterations to product after checking it.</p> <p>Use levers and linkages to create movement.</p> <p>Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and</p>	<p>Refine product after testing.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks</p>	<p>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures</p> <p>Measuring, marking and cutting wood to create a range of structures</p>

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			<p>drawings and mock ups where relevant.</p> <p>Generate initial ideas and design criteria through own experiences.</p> <p>Select from a range of materials according to their characteristics to create a chosen product.</p> <p>Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.</p>	<p>the products they are creating.</p> <p>Explore a range of existing products related to their design criteria.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p>	<p>accuracy related to their product.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Investigate a range of 3-D textile products relevant to their product.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>	<p>communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Order the main stages of making.</p> <p>Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Test and evaluate their own products against design criteria and the intended user and purpose.</p> <p>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p>	<p>Write a step-by-step plan, including a list of resources required.</p> <p>Select from and use a range of appropriate tools and equipment accurately to measure and combine appropriate materials and resources.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work</p>	<p>Using a range of materials to reinforce and add decoration to structures</p> <p>Improving a design plan based on peer evaluation</p> <p>Testing and adapting a design to improve it as it is developed</p> <p>Identifying what makes a successful structure</p>
<b>Change</b>								
	<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
Knowledge			Appraise the work of Andy Goldsworthy.	Name different types and textures of fabric and materials for collage.	Appraise mountain landscapes.  Explain how artists use size and perspective to create landscapes.	Describe the differences between the work of Seurat and Monet.	Appraise the work of optical artists.  Know what optical art is.  Know the effects of foreshortening, perspective, trompe-l'œil and photorealism.	Describe how colour can portray emotion.  Know and describe the difference between acrylic and watercolour paint.

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<p>Skills/Experience</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Begin to think what materials best suit the task.</p> <p>Experiment with colour, design, texture, form and function.</p>	<p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Experiment/manipulate a range of malleable media.</p> <p>Shape and arrange materials for a purpose.</p> <p>Impress and apply simple decoration techniques.</p>	<p>Continue to take ownership over sketchbooks.</p> <p>Cut, tear and glue materials with precision, considering where to place them.</p> <p>Sort and layer materials effectively.</p> <p>Create texture using mixed media.</p>	<p>Practise and develop sketchbook use.</p> <p>Experiment with different grades of pencil, cross hatching, blending</p> <p>Experiment with different grades of pencil.</p> <p>Develop intricate patterns/textures with a variety of media.</p> <p>Show an awareness of objects having a third dimension/perspective.</p>	<p>Colour mix to match tints, tones and shades in existing works.</p> <p>Mix and use, tints, tones and shades and apply to work.</p> <p>Compare watercolour and acrylic tints, tones and shades.</p> <p>Confidently control types of mark made and experiment with different textures.</p> <p>Begin to develop a painting from a drawing.</p> <p>Begin to select appropriate media to work with according to the desired effect.</p>	<p>Use different techniques for different purposes eg. hatching, cross hatching, shading.</p> <p>Develop awareness of perspective, scale and proportion.</p> <p>Work from a variety of sources using a view finder.</p> <p>Use colours to create atmosphere and light effects</p>	<p>Work in a sustained and independent way to evolve own style of painting through development of colour, tone and shade.</p> <p>Purposely control marks made and experiment with texture.</p> <p>Mix colour, shades and tones understanding which works well in their work and why.</p>
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