How our Art and DT curriculum is constructed

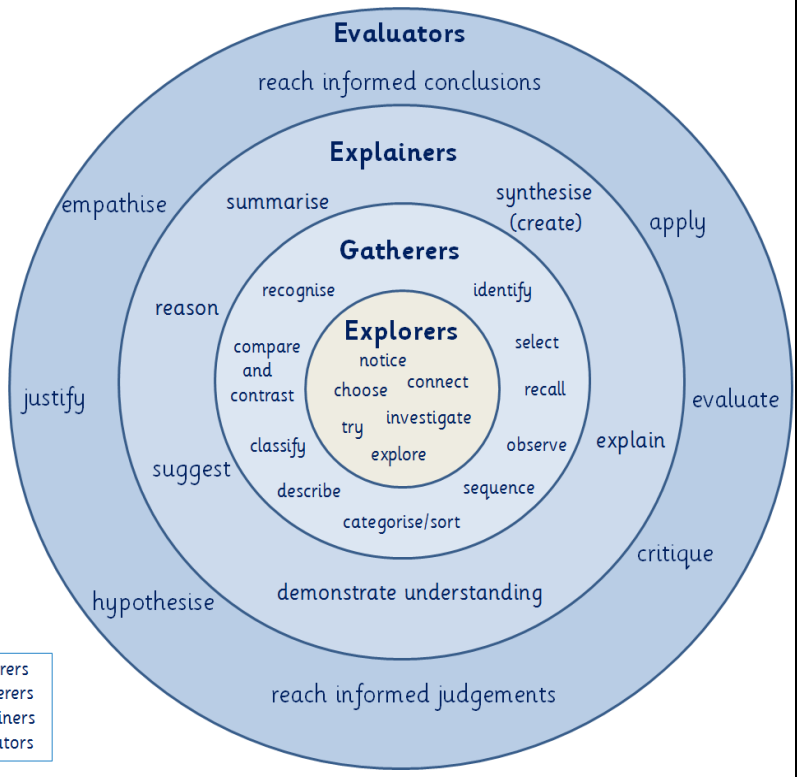
Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember, some people call this **'disciplinary knowledge'**, and the language and skills are sequentially introduced as per the diagram to the right.

'Overview' details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and **British Values** are actively promoted at Appledore School by how we act, treat one another and in what we learn. Examples of how we actively teach protected characteristics in Art and DT include: making sure that everyone can access the Art Studio no matter their disability. We look at a range of artists reflecting age, race and sex (Kandinsky, Van Gogh, Monet, Hundertwasser, Andy Warhole and Sanna Annukka.)



Definitions & Phrasing

Explorers	Gatherers
Notice: see something and pay attention to it **Choose**: decide on something for a purpose **Connect**: make links between ideas and/or actions **Investigate**: find out about something (with a focus) **Try**: have a go at something that could be new or hard **Explore**: willingness to try out new things	**Recognise** - see something and know that it is similar to something you have seen before. **Compare/contrast** - say how something is the same or different to something else. **Classify** - group things according to their similarities **Describe:** - recall something in detail or talk about an observation in detail **Categorise/sort** - **t**he action of classifying **Sequence** - place a set of events into an order. **Observe** - notice something and say how it links to the learning. **Recall** - remember something learnt previously **Select:** - choose the information most suitable and relevant. **Identify** - understand something recalled or observed.
Explainers	**Evaluators**
Summarise: Write or say a shortened version to give the key facts and events. **Reason:** Thinking about something in a logical way to respond to a question or challenge. **Suggest:** Write or say ideas that could work in response to a question or challenge. **Demonstrate understanding:** share what you know and can explain using words, images or actions. **Explain:** Write or say how or why something happened the way it did **Synthesise:** Create statements or questions using ideas and facts.	**Reach informed conclusions:** sum up the main points about something supported by evidence. **Empathise:** place yourself in another's position. **Justify:** give reasons supported by evidence to show what you consider right or reasonable. **Hypothesise:** use your past knowledge and available facts to try and predict what might happen (make a good educated guess). **Reach informed judgement:** express a personal view about something supported by evidence. **Critique:** consider the validity or trustworthiness of evidence **Evaluating:** weigh up and judge the relative importance of something compared with other ideas and arguments. **Apply**: make use of information in a given situation/

Beginning to, ***developing*** and other similar phrasing means:
Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.
In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.
In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, ***understand***, ***know***, ***secure*** and other similar phrasing means:
Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

Art Progression

	FSU	1	2	3	4	5	6
	Explorers	*Gatherers*		*Explainers*		*Evaluators*	
Knowledge (1)	a) Share their creations, explaining the process they have used.	a) **Describe a piece of artwork created & describe the techniques used to create it.**		a) **Explain a piece of artwork created & explain the techniques used in its creation, suggesting ways it could be improved.**		a) **Evaluate & critique a piece of artwork created & evaluate the techniques used & decisions made in its creation.**	
				a) **Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about**			
				b) **Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life**			
Collage & Textiles (2)	a) Create simple collages using fabric, paper, pasta, beans & larger tactile things. b) Use techniques of cutting & tearing of paper/card to collage. c) Explore different textures and begin to use materials such a threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product.	a) Select & sort from materials provided & use them to cut &/or tear to produce a simple collage to convey an idea. b) Sort, arrange & mix materials to create texture & visual interest from a variety of materials. c) Identify and use materials to make a simple collage composition .	a) Select & sort from materials provided & use them to cut &/or tear to produce a more detailed collage with clear and purposeful intention. b) Use a combination of materials that are cut, torn and glued. Mix materials to create visual interest. c) Use previously learnt collage techniques to create simple collage compositions.	a) Select & sort from materials provided & use them to produce a simple textile collage. b) Use various techniques within the textile collage. c) Combine other techniques along with hand sewing to create their collage	a) Use a wider range of textile materials available to collage a textile wall hanging. b) Demonstrate an understanding of & use specific collaging techniques such as overlapping and layering. c) Begin to learn other textile techniques such as wet and needle felting.	a) Select from a wider range of materials available to create an textile wall hanging. b) Use previous learning to select & apply specific techniques. c) Begin to use other techniques such as batik style work to achieve a specific outcome	a) Use a range of media & templates to create a more detailed textile collage b) Use previous learning to select & apply specific collaging techniques, such as cutting (using templates) and layering for specific outcome. c) Continue to use other techniques such as machine sewing to achieve a specific outcome d) Use visual information from a variety of sources, describing the visual & tactile elements evaluate how to incorporate this into design.

Printing (3)	a) Enjoy taking simple rubbings: leaf, brick, coin. b) Make prints using given/chosen objects as a stamp eg fingers, vegetables or other objects linked to learning topic	a) Explore & use texture to understand techniques of stamping & rubbing. b) Use simple techniques to create a mono print. c) Explore printing simple pictures with a range of hard & soft materials eg cork, pen barrels, sponge. d) Identify which materials made better prints & recognise why.	a) Create a simple indented collagraph (eg on polystyrene) & use to make simple prints ie mono - printing. b) Use collagraph to create a printed image & recognise that this will create a mirror image.	a) Create a simple collagraph using simple materials & techniques (eg textured paper /card &scissors) b) Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image. c) Print using a variety of materials, objects & techniques, including layering colours.	a) Create a more detailed collagraph by suggesting & using a wider range of materials & techniques (eg foam board/sponge) b) Use collagraph & printing roller to create a printed image & recognise that this will create a mirror image. .	a) Design & create a stencil to use for a simple silk screen print. b) Work in a safe & organised way, using equipment appropriately. c) Explore pattern & shape, creating designs for printing. d) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image. e) Use template to create a screen print on fabric.	a) Design & create a more detailed indented collagraph using a more sophisticated technique (eg lino cuts). b) Understand the importance of working in a safe & organised way whilst using sharp equipment. c) Evaluate design to adapt suitability for printing & recognise that this will create a mirror image. d) Use collagraph & printing roller to create a printed image.
Drawing (4)	a) Begin to use a variety of drawing tools eg pencil, finger, coloured pencils, pastels, chalk. b) Investigate different lines (thick, thin, wavy, & straight). c) Represent their thoughts & feelings using their drawings.	a) Begin to select & experiment with a variety of media & start to control the types of marks made. b) Begin to extend the drawing tools & surfaces & recognise how to draw lines of different sizes & thickness. c) Begin to show pattern & texture in their art by adding basic	a) Continue to experiment with a variety of media & exert more control over the types of marks made. b) Begin to explore the use of pattern, line, shape & colour & colour neatly following lines. c) Begin to use observational drawing to create recognisable images.	a) Begin to demonstrate the use of different grades of pencil & other implements, such as ink, to draw different forms, shape & to show line, tone, & texture. b) Suggest & use a variety of drawing techniques such as: hatching, scribbling, stippling, & blending to	a) Use different media & different grades of pencil to create lines, marks & show developed tone & texture. b) Demonstrate understanding of previously learned techniques such as hatching, scribbling, stippling, & blending & recognise how to apply these to compositions. c) Begin to draw for a sustained period	a) Continue to use different media & different grades of pencil to create lines, marks & tone & texture. b) Apply a variety of previously learned techniques to add interesting effects (eg reflections, shadows, direction of sunlight). c) Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy using perspective, scale, & proportion.	a) Apply a variety of previously learned techniques & suggest appropriate media to develop the effect of light on objects & interpret the texture of a surface. b) Show confidence in using a variety of drawing mediums, including ink & pen. c) Use a viewfinder to select an area of a subject for drawing. d) Work in a sustained & independent way from observation, experience, & imagination.

		techniques such dots & lines.		create light/ dark lines. c) Continue to use observational drawing to create recognisable images with increasing accuracy.	at their own level & begin to use perspective, scale, & proportion. d) Continue to observe & develop the drawing of landscapes, patterns, faces, & objects, with increasing accuracy.	d) Continue to draw for a sustained period at their own level with increasing independence.	
Pain ting (5)	a) Use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs. b) Recognise & name the primary colours being used. c) Explore informal colour mixing.	a) Recognise all colours & their names & apply colour with a range of tools. b) Mix primary colours to make secondary. c) Add white to colours to make tints & black to colours to make tones (create colour charts). d) Begin to explore different types of media eg watercolour, acrylic, brusho & use a variety of tools including different size/ size brushes & tools i.e. sponge brushes, fingers, twigs.	a) Confidently recognise all colours & can begin to control the types of marks made with a range of media. b) Create a simple colour wheel mixing primary colours to make secondary. c) Experiment to lighten & darken colours without the use of black or white. Can begin to use a range of media & explore different effects & surfaces.	a) Demonstrate increasing control over the types of marks made & experiment with different effects & textures eg blocking in colour, washes, thickened paint creating textural effects. b) Create a more complex colour wheel mixing primary & secondary colours to make tertiary colours & begin to explore complimentary colours. c) Suggest & use different types of brushes for specific purposes eg colour wash,	a) Confidently control types of marks made & experiment with different effects & textures Inc. blocking in colour, washes, thickened paint creating textural effects. b) Use light & dark within painting & demonstrate understanding of complimentary colours. c) Mix colour, shades & tones with increasing confidence. d) Begin to use more specific colour language eg tint, tone, shade, hue. e) Demonstrate understanding to select different	a) Apply previous knowledge of colours to create atmosphere & light effects & mix colour, shades & tones with confidence. b) Use brush techniques & the properties of a painting media or surface to create interest (sawdust, glue, shavings, sand & painting on different surfaces). c) Explore texture of paint (very wet & thin, thick & heavy –add PVA). Consider artists' use of colour & application of it. d) Begin to evaluate artist use of colour & style to develop a style of their own.	a) Work in a sustained & independent way to develop their own style of painting. b) Purposely control the types of marks made & experiment with different techniques & media. c) Apply previous knowledge to mix colour, shades & tones with increasing confidence, understanding which works well in their work & why. d) Use texture & colour & techniques to add interest & meaning to their work. e) Evaluate artist use of colour & style to continue to develop a style of their own.

				thick & thin brushes. d) Begin to explore different techniques eg applying colour using dotting, scratching, splashing.	types of media & tools for specific purposes eg colour wash, thick & thin brushes. Acrylic, watercolour, brusho.		
Sculpting (6)	a) Enjoy a range of malleable media such as clay, papier Mache, Salt dough. b) Manipulate malleable media in a variety of ways including rolling, kneading & shaping. c) Cut, shape & model from observation & imagination & build a construction/ sculpture using a variety of objects eg recycled, natural & manmade materials either independently or as part of a class project.	a) Continue to manipulate malleable materials in a variety of ways including rolling, pinching & kneading & start to experiment with carving & marking. b) Begin to use tools & equipment safely & in the correct way. c) Select & use materials to make objects for a purpose eg creating a junk model. d) Use a range of simple decorative techniques: applied, impressed, painted, etc.	a) Manipulate malleable materials with confidence & use to shape & model materials for a purpose, eg thumb pot, simple tile, b) Use equipment & media with increasing confidence, safely & in the correct way. c) Begin to recognise properties of materials & have an awareness of natural & man made forms. d) Use a range of simple decorative techniques: applied, impressed, painted, etc. in a considered way.	a) Use equipment & media with confidence, appropriately & safely. b) Model materials for a purpose & can start to produce larger ware using pinch/ slab/ coil techniques. c) Demonstrate understanding of how to connect two parts successfully in a way appropriate to the material. d) Produce more intricate surface patterns/ textures & use them when appropriate. e) Begin to understand the qualities & potential of	a) Work in a safe & organised way, using equipment safely & appropriately. b) Begin to learn how to secure work to continue later. c) Plan, design, make & adapt models & explain why. d) Understand the qualities & potential of materials & explain why they may be used. e) Demonstrate understanding of different adhesives & methods of construction.	a) Continue to work in a safe & organised way, selecting & using a wider range of equipment safely & appropriately. b) Show experience in combining pinch, slabbing & coiling to produce end pieces. c) Apply previous knowledge to understand why a material may be used. d) Develop understanding of different ways of finishing work: glaze, paint, polish. e) Confidently & successfully join work. f) Begin to use language appropriate to skill & technique.	a) Apply the knowledge that they have acquired of tools, techniques & materials to work in a safe & organised way, developing their own style. b) Plan, design, make & adapt models & explain why. c) Work directly from observation or imagination with confidence. d) Solve problems as they occur making reasoned judgements to reach a conclusion. e) Discuss & evaluate own work & other sculptural forms in the environment both manmade & natural eg furniture, buildings, s& dunes, cliffs.

				materials & suggest why they may be used.			

Design & Technology Progression

Year Group	FSU	1	2	3	4	5	6
	Explorers	Gatherers		Explainers		Evaluators	
Designing & Communicating (1)	Safely use and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Recognise** other forms of design and discuss as a group. **Describe** it to others through talking and drawing.	**Recognise** other forms of design and research existing products as a group. **Describe** product and its potential users through talking and drawing.	Research a project for a particular purpose, establish criteria for the project and **suggest** ideas from previous knowledge. **Demonstrating understanding** of their design and target group through **creating** annotated drawings, discussions with others and **reasoning** to develop their ideas.	Research a project, establishing criteria and considering the purpose of the project for which they are designing. **Demonstrating understanding** of their design and target group through **creating** annotated drawings (showing different views and features), discussions with others and **reasoning** to develop their ideas.	Generate ideas through group discussion, previous knowledge and research to **reach informed judgements** that a product is fit for intended purpose. **Apply** knowledge of designing to create and develop annotated and exploded drawings to **reach intended conclusions** of product type and its intended user/s.	Generate ideas through group discussion, previous knowledge and research to **reach informed judgements** that a product is fit for intended purpose. **Apply** knowledge of designing to create and develop annotated drawings and exploded drawings to **reach intended conclusions** of an innovative product type and its intended user/s.
Making & Technical Knowledge (2)	Safely use and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Select** materials and tools needed to make their design. **Recall** how to use tools safely and appropriately.	**Select** materials and tools needed from a wider range to make their design. **Recall** how to use tools safely and appropriately.	**Explain** their selection of appropriate tools and materials from selection available **Demonstrate understanding** of safe use of tools.	**Explain** their selection of appropriate tools and materials from selection available. **Demonstrate understanding** of safe use of tools.	J**ustify** their selection of appropriate tools and materials from a wider selection available. **Apply** previously learnt safety when using tools.	**Justify** their selection of appropriate tools and materials from a wide selection available including components for openings and hinges etc **Apply** previously learnt safety when using tools

		Mark and cut a range of materials with help. Join materials together in a secure and appropriate way.	Mark and cut a range of materials with more independence. **Recognise** how to join materials together in a secure and appropriate way.	Measure, mark and cut out with some assistance using appropriate techniques. Complete a working electrical circuit. **Demonstrate understanding** that they may need to change things if this improves on their initial design. Use suggested finishing techniques appropriately to protect and improve the appearance of their project.	Measure, mark and cut out with some independence using appropriate techniques. Construct solid structure with some accuracy, **suggesting** both temporary and permanent methods such as clamps/glue **Suggest** ways that their design may need to be modified as they build things if this improves on their initial design. **Suggest** finishing techniques and use appropriately to protect and improve the appearance of their project.	Measure, mark and cut out with increased independence using appropriate techniques. Construct solid structure with increasing accuracy, **applying** understanding of temporary and permanent methods such as clamps, glue, screws and nails. **Evaluate** their design as they work, making changes if this improves initial design. **Justify** appropriate finishing techniques to protect and improve the appearance of their project.	Measure, mark and cut out with independence using appropriate techniques. Construct solid structure with accuracy, suggesting both temporary and permanent methods such as clamps, glue and demonstrating why they are used. **Evaluate** their design as they work and make changes if this improves initial design. J**ustify** appropriate finishing techniques to protect and improve the appearance of their product and achieve a quality product that is fit for purpose.
Evaluating (3)	Share their creations, explaining the process they have used.	**Describe** changes made **Describe** what they would have done differently, if anything. Evaluate their product by	**Describe** changes made and **recall** why changes were made. **Describe** what they would have done differently, if anything. Evaluate their product by	Look at the project against their original design and **explain** how it was changed and why changes were made S**uggest** how to improve their product. **Demonstrate an understanding** of	Look at the project against their original design and **explain** how it was changed and why changes were made **Suggest** how to improve their product. **Demonstrate an understanding** of	**Critique** the project against their original design and **justify** changes were made Suggest how to improve the product and **hypothesise** on the effectiveness of these changes. **Reach informed conclusions** when	**Critique** the project against their original design and **justify** changes were made Suggest how to improve the product and **hypothesise** on the effectiveness of these changes. **Reach informed conclusions** when

		describing how well it works and comparing it to their original design.	**describing** how well it works, and **comparing and contrasting** it to their original design.	whether their product is fit for the purpose intended	whether their product is fit for the purpose intended	**evaluating** whether their product is fit for the purpose intended	**evaluating** whether their product is fit for the purpose intended
Cooking (4)	Use a range of small tools.	Begin to understand where food comes from Begin to use the basic principles of a healthy diet and varied diet to prepare dishes	Continue to understand where food comes from Continue to use the basic principles of a healthy diet and varied diet to prepare dishes Use previous knowledge to make a winter soup.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand and **apply** the principles of a healthy and varied diet. Prepare, cook predominantly savoury dishes using a range of cooking developed techniques.	

Art Curriculum Overview

	FSU	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Autumn 1 *DRAWING*	Drawing. Using pens and pencils to draw self portraits	Create pictures holding a pencil correctly. With this pencil explore making marks, lines and tones. (Hands)	Create pictures using different grades of pencils and pens. (Feathers)	Create rainforest pictures using chalk pastels.	Create still life drawings using different grades of pencils.	Create oil pastel drawings of a stormy sky.	Create a detailed sketch of a section of a dragon eye. The eye is to be viewed as if through a viewfinder and take up the complete sheet of paper.
Autumn 2	Painting	Create paintings using different types of media eg watercolour,	Create paintings experimenting with lightning and	Create paintings using different types of brushes for	Colour swatch based on 'Concentric Circles' by Kandinsky	Fish paintings	Create northern lights background using brusho and waterproof

PAINTING		acrylic, brusho using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.	darkening colours without the use of black or white. .	specific purposes eg colour wash, thick & thin brushes.			pens to create arctic animal landscape. The arctic animals are drawn first in pencils and then overlay in waterproof pens using different thicknesses of pen.
Spring 1 *PRINTING*	Printing	Make a simple stamp and a monoprint.	Make an indented monoprint	Create a print in the style of Sanna Annukka	Design a relief print based on an image of half a fruit.	Design and create a screen print	Design and create a lino print.
Spring 2 *SCULPTURE*	Sculpture Making toadstools	Design and make a fish	Make a thumb pots based on the book 'The lost words'.	Design and make a slab built textured bird.	Design and make an air dry dragon eye	Design and create a sculpture based on the work of Baraba Heptworth	Design and create a coral reef using all the skills they have learnt through the years.
Summer 1 *COLLAGE/TEXTILES*	Collage design based on geography topic	Create a collage using tissue paper of the great fire of london	Create a collage of the lifeboat	Create a textile port hole of a landscape.	Create a wall hanging wetting the felt in the style on Monet	Wall hanging of a batik turtle	Flower aplique (Georgia O'Keeffe)
Summer 2 DESIGN TECH	DT Design and make a vehicle (spring 1) Cooking happens throughout the year	Design and make a castle based on the learning from their castle topic. Design and make a healthy salad. (Spring 2)	Design and make a wind powered car for a small toy Design and cook a bowl of soup as part of outdoor learning (Spring 1)	Design and make a paper circuit greeting card Design and make a pizza as part of outdoor learning	Design and make a grabber/lever puppet Design and cook spag bol in a slow cooker and look at economy.	Design and make a pizza and a salad. Research Jamie Oliver and healthy school dinners.	Design and cook a balanced meal as part of outdoor learning (Autumn 2) Design and make a scribble bot Design and make a sea picture using cams and levers.

							Research inventors related to electricity. (William Gilbert, Benjamin Franklin, Michael Faraday, Thales of Milatus, Lewis Latimer, Mildre Dresselhaus. Discoveries include: magnetism, electricity, rechargeable batteries, light bulb, electric motor.)

Art and D&T 'Sticky' (substantive) Knowledge		Art and D&T Key Objectives (end points)
FSU	I can identify the strands of art (drawing, painting, collage, printing, sculpture/making/construction) in our floor book, my working wall and/or my learning journey	Children at the expected level of development will: 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 2. Share their creations, explaining the process they have used
Year 1	I can describe my drawing / painting / printing / sculpture / design and construction I can describe the techniques used to create it. I can talk about the art of Kandinsky I can select and prepare healthy food for my salad and evaluate it.	By the end of Year 1 our young artists & designers are developing as *gatherers* & demonstrated beginning to use a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture and printing together with art & design skills & simple subject vocabulary to: 1. Describe a piece of work created & describe the techniques used to create it. 2. Design, make and evaluate the model I made.
Year 2	I can describe my drawing / painting / printing / sculpture / design and construction I can describe the techniques used to create it.	By the end of Year 2 our young artists & designers will have become secure *gatherers* & demonstrated they can use effectively a range of simple art & design techniques involving painting, drawing, collage, textiles, sculpture,

	I can talk about the art of Hundertwasser I can design, make and evaluate my wind powered car	printing & woodworking together with art & design skills & simple subject vocabulary to: 1. Describe a piece of work created & describe the techniques used to create it. 2. Design, make and evaluate the model I made.
Year 3	I can explain my drawing / painting / printing / sculpture / design and construction I can explain the techniques used to create it, suggesting ways it could be improved I can talk about the art of Monet I design, make and evaluate my electric card.	By the end of Year 3 our young artists & designers are developing as explainers & demonstrated they can use a range of art & design techniques involving painting, drawing, collage, textiles, sculpture and printing together with art & design skills & subject vocabulary to: 1. Explain a piece of work created & explain the techniques used in its creation, suggesting ways it could be improved. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about 3. Design, make and evaluate my electric card
Year 4	I can explain my drawing / painting / printing / sculpture / design and construction I can explain the techniques used to create it, suggesting ways it could be improved I can talk about the art of Annukka and Monet. I can design, make and evaluate my grabber.	By the end of Year 4 our young artists & designers will have become secure explainers & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture and printing together with art & design skills & subject vocabulary to: 1. Explain a piece of work created & explain the techniques used in its creation, suggesting ways it could be improved. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about 3. Design, make and evaluate my grabber.
Year 5	I can evaluate and critique my drawing / painting / printing / sculpture / design and construction I can evaluate and critique the techniques used to create it, suggesting ways it could be improved I can talk about the art of Van Gogh I can explain the impact Jamie Oliver has had on healthy eating in schools. I can evaluate my sculpture.	By the end of Year 5 our young artists & designers are developing as *evaluators* & demonstrated they can use a range of art & design g techniques involving painting, drawing, collage, textiles, sculpture and printing together with art & design skills & more technical subject vocabulary to: 1. Evaluate & critique a piece of work created & evaluate the techniques used & decisions made in its creation. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about 3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life 4. Design, make and evaluate a food dish

Year 6	I can evaluate and critique my drawing / painting / printing / sculpture / design and construction I can evaluate and critique the techniques used to create it, suggesting ways it could be improved I can talk about the art of Warhol and pop art I can design, make and evaluate a moving toy. I can reach informed conclusions about the inventor I researched and how this impacted electricity today.	By the end of Year 6 our young artists & designers will have become secure evaluators & demonstrated they can use effectively a range of art & design techniques involving painting, drawing, collage, textiles, sculpture, printing & woodworking together with art & design skills & more technical subject vocabulary to: 1. Evaluate & critique a piece of work created & evaluate the techniques used & decisions made in its creation. 2. Know about an artist &/or explain the style of art from a period of history or place in the world they have learnt about 3. Know about inventors, designers, engineers, chefs &/or manufacturers relevant who have developed products relevant to an aspect of D&T learning & evaluate the impact on everyday life 4. Design, make and evaluate a moving toy