

## St. Vincent's ART & DT Curriculum Map

Class	Medium	Skill	Artist	Material	Mechanism	Cooking
Y1	Paint/Crayon Junk Models	Colour mixing Weaving/mixing	Van Gogh - pastels	Card (Toy car)	Wheels	Bird Cake
Y2	Paint/Pastels IT	Collage/Cutting Printing/IT	Morris -Printing	Fabric (puppet)	Pneumatic	Fruit Kebab
Y3	Stone/Rock Chalk & Charcoal	Modelling Drawing	LeRoy Neiman (sport)	Plastic (torch)	Switch & light	Healthy Meal
Y4	Clay (pots) Paint	Pottery IT	Klimt - landscape	Wood (Bird box)	Sliders & Cams	Mediterranean Meal
Y5	Nature, Pen&Ink Watercolour	Sculpture Painting	Goldsworthy – Sculpture Monet - watercolours	Metal (Moon Buggy)	Hydraulic /Motor	Bread making
Y6	Oils Collage/silhouette	Painting Cutting/ripping	Nash/Lewis (War)	Card & metal (Board game)	Gears & Pulleys Lights & Buzzers	International Cuisine

N.B. All pupils will have sketch books in which to develop 'first thought', test ideas and improve drawing techniques.

All pupils will plan, create and evaluate D&T models

Terms	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Hot & Cold colours - Paint	Collage Habitat or Streets	Rock Sculpture	Klimt (forests)	Make a motorised moon buggy	Tudor Portraits - oils
Autumn 2	Junk model toy	Pneumatic Model	Linkages & Leavers model	Slider & Cam model	Pen & Ink art	Board Games (with lights & buzzers)
Spring 1	Van Gogh - Crayons (Starry Night)	W Morris - printing	Make a Torch	Greek Urns	Gormley - sculpture	Gears & Pulleys
Spring 2	Feed the Birds (Bird Cake)	Castles – junk models	Charcoal & Chalk drawing	Mediterranean Food	Hydraulic model	Lewis/Nash – War Art
Summer 1	Weaving –twigs, leaves etc	Fruit Kebabs	Healthy meal	Make a bird box (wood)	Monet - watercolours	African Art
Summer 2	Self-Portraits	Make a Puppet (from Punch&Judy)	Leroy Neiman – (sport) Paint	Flower Printing	Bread making	International Cuisine

Year 1	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Hot & Cold colours: Paint, Crayon	<ul style="list-style-type: none"> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they name the primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create moods in their paintings?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they make simple plans before making objects, e.g. drawings,</li> <li>• Can they make a product which moves?</li> <li>• Can they cut materials using scissors?</li> <li>• Can they cut, roll and coil materials</li> <li>• Can they make a product from textiles by gluing</li> <li>• Can they make a structure/model using different materials?</li> <li>• Can they make their model stronger if it needs to be?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they add texture by using tools?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they cut food safely?</li> <li>• Can they think of interesting ways of decorating food they have made?</li> <li>• Can they sort threads and fabrics?</li> <li>• Can they weave with fabric and thread?</li> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they communicate something about themselves in their drawing/painting?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> <li>• Can they use a simple painting program to create a picture?</li> </ul>
Autumn 2	Junk model toy: card, textiles, Wheels	<ul style="list-style-type: none"> <li>• Can they describe the materials using different words?</li> <li>• Can they say why they have chosen moving parts?</li> <li>• Can they talk with others about how they want to construct their product?</li> <li>• Can they select appropriate resources and tools for their building projects?</li> <li>• Is their work tidy?</li> </ul>	
Spring 1	Van Gogh - pastels (Starry Night)	<ul style="list-style-type: none"> <li>• Can they make different kinds of shapes?</li> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>	
Spring 2	Feed the Birds (Bird Cake)	<ul style="list-style-type: none"> <li>• Can they describe the texture of foods?</li> <li>• Do they wash their hands and make sure that surfaces are clean?</li> </ul>	
Summer 1	Weaving: twigs, leave, fabrics etc	<ul style="list-style-type: none"> <li>• Can they describe how different textiles feel?</li> <li>• Can they gather and sort the materials they will need?</li> <li>• Can they group fabrics and threads by colour and texture?</li> </ul>	
Summer 2	Self-Portraits: IT, paint, pencils	<ul style="list-style-type: none"> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and change their picture?</li> </ul>	

Year 2	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Collage: (Habitat or Streets)  Cutting IT Fabric	<ul style="list-style-type: none"> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Can they create part of a class patchwork?</li> <li>• Can they create individual and group collages?</li> <li>• Can they edit their own work?</li> <li>• Can they change their photographic images on a computer?</li> <li>• Can they measure materials to use in a model or structure?</li> <li>• Can they join things (materials/ components) together in different ways?</li> <li>• Can they join materials together as part of a moving product?</li> <li>• Can they use joining, folding or rolling to make it stronger?</li> <li>• Can they incorporate some type of movement into models?</li> <li>• Can they create a picture independently?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use repeated patterns?</li> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> <li>• Can they create a piece of work in response to another artist's work?</li> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they make tints by adding white/black?</li> <li>• Can they join material in different ways?</li> <li>• Can they measure materials to use in a model or structure?</li> <li>• Can they add some kind of design to their product?</li> <li>• Are they hygienic in the kitchen?</li> <li>• Can they measure textile?</li> <li>• Can they cut textiles?</li> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> </ul>
Autumn 2	Pneumatic Model	<ul style="list-style-type: none"> <li>• Can they develop their own ideas from initial starting points?</li> <li>• Can they think of ideas and plan what to do next?</li> <li>• Can they choose the best tools and materials?</li> <li>• Can they give a reason why these are best?</li> <li>• Can they describe their design by using pictures, diagrams, models and words?</li> <li>• Can they explain what went well with their work?</li> <li>• If they did it again, can they explain what they would improve?</li> </ul>	
Spring 1	W Morris -drawing & printing	<ul style="list-style-type: none"> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> </ul>	
Spring 2	Castles – junk models & Paint	<ul style="list-style-type: none"> <li>• Can they make sensible choices as to which material to use for their constructions?</li> <li>• Can they link colours to natural and man-made objects?</li> <li>• Can they consider how to improve their construction?</li> </ul>	
Summer 1	Fruit Kebabs	<ul style="list-style-type: none"> <li>• Can they describe the properties of the ingredients they are using?</li> <li>• Can they explain what it means to be hygienic?</li> </ul>	
Summer 2	Make a Puppet	<ul style="list-style-type: none"> <li>• Can they explain why they chose a certain textile?</li> </ul>	



Year 3	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Rock Sculpture: Stone & rock	<ul style="list-style-type: none"> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketch books?</li> <li>• Can they work with life size materials?</li> <li>• Can they explore work from other periods of time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they cut very accurately?</li> <li>• Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> </ul>
Autumn 2	Linkages & Leavers model	<ul style="list-style-type: none"> <li>• Can they show that their design meets a range of requirements?</li> <li>• How realistic is their plan?</li> <li>• Can they explain what they changed which made their design even better?</li> <li>• Can they use a range of techniques to shape and mould?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use equipment and tools accurately?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> <li>• Do they use finishing techniques?</li> <li>• Can they describe their design using an accurately labelled sketch and words?</li> </ul>
Spring 1	Make a Torch	<ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for a given task?</li> <li>• Do they select/use the most appropriate materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a product which uses both electrical and mechanical components?</li> <li>• Can they use a simple circuit?</li> <li>• Can they use a number of components?</li> </ul>
Spring 2	Charcoal & Chalk: drawing & IT	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they overlap materials?</li> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other periods of time?</li> <li>• Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> <li>• Can they add texture to a piece of work?</li> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>• Can they use the web to research an artist or style of art?</li> <li>• Can they use equipment safely?</li> <li>• Can they make sure that their product looks attractive?</li> </ul>
Summer 1	Healthy meal	<ul style="list-style-type: none"> <li>• Can they choose the right ingredients for a product?</li> <li>• Can they describe how their combined ingredients come together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> </ul>
Summer 2	Leroy Neiman – (sport) Paint, pencil & pastel	<ul style="list-style-type: none"> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they use a range of brushes to create different effects?</li> <li>• Can they create pop-ups?</li> <li>• Can they experiment using different colours?</li> </ul>	

Year 4	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Klimt (landscapes): pencils, pastels & paint	<ul style="list-style-type: none"> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> <li>• Can they create all the colours they need?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they create mood in their paintings?</li> <li>• Can they experiment with different styles which artists have used?</li> </ul>
Autumn 2	Slider & Cam model	<ul style="list-style-type: none"> <li>• Can they come up with at least one idea about how to create their product?</li> <li>• Do they take account of the ideas of others when designing?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they suggest some improvements and say what was good and not so good about their original design?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they produce a plan and explain it to others?</li> <li>• Can they show a good level of expertise when using a range of tools and equipment?</li> <li>• Do they work at their product even though their original idea might not have worked?</li> <li>• Can they use a range of advanced techniques to shape and mould?</li> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> </ul>
Spring 1	Greek Urns	<ul style="list-style-type: none"> <li>• Can they explain art from other periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they devise a template?</li> </ul>
Spring 2	Mediterranean Food	<ul style="list-style-type: none"> <li>• Are they conscience of the need to produce something that will be liked by others?</li> <li>• Do they know what to do to be hygienic and safe</li> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• Do they use finishing techniques, showing an awareness of audience?</li> </ul>
Summer 1	Make a bird box (wood)	<ul style="list-style-type: none"> <li>• Can they tell if their finished product is going to be good quality?</li> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Can they explain how to join things in a different way?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they present a collection of their work on a slide show?</li> </ul>
Summer 2	Flower Printing	<ul style="list-style-type: none"> <li>• Can they produce a montage all about themselves?</li> <li>• Can they print onto different materials?</li> <li>• Can they create a piece of art work which includes the blocking and overlapping techniques?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>	

Year 5	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Make a motorised moon buggy	<ul style="list-style-type: none"> <li>• Do they take a user's view into account when designing?</li> <li>• Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> <li>• Can they explain why their finished product is going to be of good quality?</li> <li>• Do they keep checking that their design is the best it can be?</li> <li>• Do they check whether anything could be improved?</li> <li>• How have they made their product attractive and strong?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they incorporate a switch into their product?</li> <li>• Can they refine their product after testing it?</li> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> <li>• Can they evaluate appearance and function against the original criteria?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they sculpt clay and other mouldable materials?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> </ul>
Autumn 2	Pen & Ink art	<ul style="list-style-type: none"> <li>• Can they explain why they have chosen specific materials to draw with?</li> <li>• Can they experiment with different styles which artists have used?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> <li>• Can they explain how their product will appeal to the audience?</li> <li>• Can they make up a prototype first?</li> <li>• Can they use a range of joining techniques?</li> <li>• Can they incorporate hydraulics and pneumatics?</li> <li>• Do they persevere through different stages of the making process?</li> </ul>
Spring 1	Gormley – sculpture & IT	<ul style="list-style-type: none"> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they create a range of moods in their paintings?</li> <li>• Can they express their emotions accurately through their painting and sketches?</li> <li>• Can they produce a detailed step-by-step plan</li> </ul>
Spring 2	Hydraulic model	<ul style="list-style-type: none"> <li>• Can they come up with a range of ideas after they have collected information?</li> <li>• Can they explain how their product will appeal to the audience?</li> <li>• Do they think what the user would want when choosing textiles?</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> </ul>	
Summer 1	Monet - watercolours	<ul style="list-style-type: none"> <li>• Can they show reflections?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>	
Summer 2	Bread making	<ul style="list-style-type: none"> <li>• Can they describe what they do to be both hygienic and safe?</li> <li>• How have they presented their product well?</li> <li>• Are they motivated enough to refine and further improve their product using mouldable materials?</li> </ul>	



Year 6	Activity	Knowledge (Theory)	Skill (Practice)
Autumn 1	Tudor Portraits - oils	<ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> <li>• Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>• Can they say what their work is influenced by?</li> </ul>	<ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they include technical aspects in their work, e.g. architectural design?</li> <li>• Can they create a piece of art which can be used as part of a wider presentation?</li> <li>• Can they make a record about the styles and qualities in their work?</li> </ul>
Autumn 2	Board Games (with lights & buzzers)	<ul style="list-style-type: none"> <li>• Can they use market research to inform plans?</li> <li>• Can they work within constraints?</li> <li>• Can they follow and refine their plan if necessary?</li> <li>• Can they justify their plan to someone else?</li> <li>• Do they consider culture and society in their designs?</li> <li>• Is it fit for purpose?</li> <li>• Did they consider the use of the product when selecting materials?</li> <li>• Have they thought about how their product could be sold?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design?</li> <li>• Can they use different kinds of circuit in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>
Spring 1	Gears & Pulleys	<ul style="list-style-type: none"> <li>• Do they change the way they are working if needed?</li> <li>• Would different resources have improved their product?</li> <li>• Would they need more or different information to make it even better?</li> <li>• Does their product meet all design criteria?</li> <li>• Can they justify why they selected specific materials?</li> </ul>	<ul style="list-style-type: none"> <li>• How well do they test and evaluate their final product?</li> <li>• Can they use tools and materials precisely?</li> <li>• How have they ensured that their work is precise and accurate?</li> </ul>
Spring 2	Lewis/Nash (War Art): silhouette, IT	<ul style="list-style-type: none"> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> <li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul>	<ul style="list-style-type: none"> <li>• Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>• Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>• Can they overprint using different colours?</li> <li>• Can they use a wide range of techniques in their work?</li> </ul>
Summer 1	African Art: Collage (textiles, cutting, ripping)	<ul style="list-style-type: none"> <li>• Can they include both visual and tactile elements in their work?</li> <li>• Can they justify the materials they have chosen?</li> <li>• Can they combine pattern, tone and shape?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>
Summer 2	International Cuisine	<ul style="list-style-type: none"> <li>• Can they explain how their product should be stored with reasons?</li> <li>• Can they justify why the chosen ingredient was the best for the task?</li> <li>• Can they justify design in relation to the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create models on a range of scales?</li> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>