



Newbold Verdon Primary School
Art/DT Overview Year B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	How do I get about?	What does Titch grow?	What makes a sound?	What did the hungry caterpillar turn into?	How do things move?	How many nursery rhymes do I know?
EYFS	Art/DT What do I look like?	Art/DT Natural art is all around	Art/DT Character Creation	Art/DT Teddy Bear's Picnic	Art/DT Mini Beast Magic	Art/DT I'm a Superhero

All other year groups following Progression of Skills document for coverage (below)



D & T Progression of Skills

The document below has been designed to show how we will cover all of the relevant DT knowledge and skills across our school. The context in which these are taught is left to the discretion of the teacher, where possible trying to match the content of their unit to their year group's topic.

Year Group	Generating Ideas	Making	Evaluation	Food and Nutrition	Construction	Textiles	Mechanisms and Technical Knowledge
EYFS	See separate document in EYFS folder						
Year 1	Think of own ideas for design. Use pictures and words to plan. Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story-based.)	Explain what is being made and why. Select appropriate tools and equipment for the purpose.	Talk about own and pre-existing products, saying what is good or bad about them. Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	Know how to peel, cut, grate, mix and mould foods (with close supervision).	Use sheet materials and construction tools with appropriate supervision.		Know about movement of simple mechanisms such as levers, sliders, wheels and axels



Year 2	<p>Think of own ideas and plan what to do next.</p> <p>Describe designs using pictures, diagrams, models, mock-ups, words and ICT.</p> <p>Design a product for myself and others, following design criteria. Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).</p>	<p>Explain what is being made and why the audience will like it.</p> <p>Choose appropriate tools and equipment, describing and explaining why they are being used.</p>	<p>Describe how their own and pre-existing products work, evaluating what went well and what could be done differently. Suggest what went well and what would be done differently when evaluating their own product.</p>	<p>Know how to peel, cut, grate, mix and mould foods (with supervision)</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>	<p>Cut, then join textiles using a running stitch, over sewing or glue.</p> <p>Decorate using a range of items (buttons, sequins, beads, ribbons etc).</p>	
Year 3	<p>Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words.</p>	<p>Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy.</p>	<p>Evaluate own and pre-existing products, Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision)</p> <p>Understand seasonality, and know where and how a variety of</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>		<p>Know about movement of simple mechanisms such as levers and linkages.</p>



				ingredients are grown, reared, caught and processed.			
Year 4	<p>Generate more than one idea for how to create a product.</p> <p>Gather information to help design a successful product (i.e. by asking others' views). Produce a detailed plan with labelled diagrams, a written explanation and step-by step guide. Suggest improvements to develop and refine a planned idea.</p>	Use a range of tools and equipment with accuracy. Measure, mark out, join assemble materials and components with accuracy.	Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	<p>Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision)</p> <p>Understand and apply the principles of a healthy and varied diet.</p>	Use sheet materials and construction tools with appropriate supervision.	<p>Cut, then join textiles using a running stitch, over sewing, back stitch or fastening, Understand seam allowances, create simple patterns and appropriate decoration techniques (eg applique).</p>	
Year 5	<p>Generate a range of ideas after collating relevant information (i.e users' views). Produce a detailed plan, with step-by-</p>	Use a range of tools and equipment expertly. Consider the aesthetic qualities and	Evaluate the appearance and function of a product (own and pre-existing) against the original criteria,	<p>Cut, mix, mould and begin to use hobs to heat food with appropriate supervision.</p>	Use sheet and construction material appropriately.		Understand how mechanical systems such as cams, pulleys or gears create movement.



	<p>step instructions, cross sectional diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each.</p>	<p>functionality of my work when making.</p>	<p>saying whether it is fit for purpose.</p> <p>Suggest improvements that could be made, considering materials and methods that have been used.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>			
<p>Year 6</p>	<p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources). Produce a detailed plan, with cross sectional diagrams and computer-generated designs.)</p> <p>Work with constraints, refining and justifying plans as necessary.</p>	<p>Use a range of tools and equipment precisely.</p> <p>Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary.</p>	<p>Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.</p> <p>Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.</p>	<p>Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Use sheet and construction material appropriately.</p>	<p>Pin and tack fabrics, use patterns and seam allowance and join fabrics to make quality products.</p>	<p>Understand and use electrical systems in their products eg. Series circuits, incorporating switches, buzzers, motors and bulbs.</p>



Progression of skills in art and design for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - close observation - Draw both the positive and negative shapes - initial sketches as a preparation for painting - accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> - Identify and draw the effect of light - scale and proportion - accurate drawings of whole people including proportion and placement - Work on a variety of scales - computer generated drawings 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	Leonardo Da Vinci, Vincent Van Gogh, Poonac



<p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - name all the colours - mixing of colours - Find collections of colour - applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale 	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - - colour mixing and matching; tint, tone, shade - - observe colours - - suitable equipment for the task - - colour to reflect mood 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - - 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings 	<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</p>
<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving 	<ul style="list-style-type: none"> - weaving - collage - Sort according to specific qualities - how textiles create things 	<ul style="list-style-type: none"> - overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches - collage 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - weaving - Tie dying, batik - 	<ul style="list-style-type: none"> - Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement- - compare different fabrics 	<ul style="list-style-type: none"> - use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale 	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>



<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, modelling)</p>	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and modelling 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop of different adhesives and methods of construction - aesthetics 	<ul style="list-style-type: none"> - Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy,</p>
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - relief and impressed printing - recording textures /patterns - monoprinting - colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use sketchbook for recording textures/ patterns - Interpret environmental and manmade patterns - modify and adapt print 	<ul style="list-style-type: none"> - combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists 	<p>Picasso, Dan Mather, Andy Warhol</p>



<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none">- repeating patterns- irregular painting patterns- Simple symmetry	<ul style="list-style-type: none">- Awareness and discussion of patterns- repeating patterns- symmetry	<ul style="list-style-type: none">- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning- natural and manmade patterns- Discuss regular and irregular	<ul style="list-style-type: none">- pattern in the environment- design- using ICT- make patterns on a range of surfaces- symmetry	<ul style="list-style-type: none">- Explore environmental and manmade patterns- tessellation	<ul style="list-style-type: none">- Create own abstract pattern to reflect personal experiences and expression- create pattern for purposes	<ul style="list-style-type: none">- Create own abstract pattern to reflect personal experiences and expression- create pattern for purposes	<p>Joan Miro, Bridget Riley, Escher, Paul Klee,</p>
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