

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drawing & Painting	3D	Collage	Textiles	Food	Printing
Y1	Drawing & Painting	Mechanisms (Sliders and Levers)	Textiles & Collage	Structures (free standing structures)	3D & Printing	Food (preparing fruit and vegetables)
Y2	Drawing & Painting	Mechanisms (wheels and axles)	Textiles & Collage	Food (preparing fruit and vegetables)	3D & Printing	Textiles (templates and joining techniques)
Y3	Drawing & Painting	Structures (shell structures)	Textiles & Collage	Food (healthy and varied diet)	3D & Printing	Textiles (2D shape to 3D product)
Y4	Drawing & Painting	Mechanical systems (levers and linkages)	Textiles & Collage	Electrical Systems (simple circuits and switches – including programming and control)	3D & Printing	Food (healthy and varied diet)
Y5	Drawing & Painting	Structures (frame structures)	Textiles & Collage	Food (celebrating culture and seasonality)	3D & Printing	Electrical Systems (more complex switches and circuits, including programming, monitoring and control)
Y6	Drawing & Painting	Textiles (combining different fabric shapes)	Textiles & Collage	Mechanical Systems (pulleys or gears)	3D & Printing	Food (celebrating culture and seasonality)

The significant art movements covered are:

Impressionism	Cubism	Surrealism	Expressionism	Pop Art	Minimalism	Conceptual Art	Realism	Naive
EYFS	EYFS	Y4	Y1	Y2	Y1	Y5	EYFS	Y4
Y2	Y3	Y5	Y2	Y3	Y3	Y6	Y1	
	Y6	Y6	Y3	Y6			Y4	

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

Y5

EYFS

Autumn 1 <i>Who am I?</i> <i>Who is my neighbour?</i>	Autumn 2 <i>Who can help me?</i> <i>Where do I live?</i> <i>Why is it cold?</i>	Spring 1 <i>What can my body do?</i> <i>How does my body grow?</i>	Spring 2 <i>How do plants grow?</i> <i>How do animals grow?</i>	Summer 1 <i>Where could I go?</i> <i>How will I get there?</i>	Summer 2 <i>What is above the clouds?</i> <i>What is under the sea?</i>
Drawing & Painting	3D & structures	Collage	Textiles	Food	Printing
Picasso					Vincent Van Gogh
CUBISM	REALISM				IMPRESSIONISM
<p>Practising line control – straight, wavy, thick, thin</p> <p>Drawing & painting simple shapes – circles, squares, triangles</p> <p>Turning the simple shapes into an object or figure</p> <p>Painting and drawing on different surfaces and using a range of tools (pencil, pen, crayon, pastels)</p>	<p>Exploring junk modelling and how to use materials to create an effect. (linked to Supertato)</p> <p>Experimenting with different resources to achieve desired effect.</p> <p>Practising moulding with play dough. Moving on to clay with support.</p> <p>Learn how to join two pieces of clay.</p> <p>Adding detail to clay using a range of tools.</p>	<p>Practising sticking using glue stick, PVA glue and a spreader, masking tape, etc.</p> <p>Practising cutting out with scissors or by tearing.</p> <p>Practising arranging pieces together.</p> <p>Beginning to explore evaluating our own and others work.</p>	<p>Exploring materials and what they could be used for.</p> <p>Explore simple weaving activities.</p> <p>Begin to decorate fabric.</p> <p>Learn different ways we can join fabrics together (stapling, gluing, taping, weaving, etc.)</p>	<p>To recognise simple food preparation tools (e.g. spoons, bowls, jugs) and know their purposes, such as stirring, mixing and pouring.</p> <p>Practise using simple food preparation techniques, such as stirring, mixing, and pouring, with adult support.</p> <p>Discuss why it is important to wash hands and clean surfaces before and after preparing food, with adult guidance.</p> <p>Use their senses (sight, smell, touch, taste) to</p>	<p>Explore printing by using a range of objects and materials as stamps.</p> <p>Practise engraving a design onto Styrofoam.</p> <p>Practice relief printing.</p>

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

				<p>describe foods, talking about how they look, smell, feel, and taste.</p> <p>Understand that eating a variety of foods is important to help us grow and stay healthy.</p> <p>Begin to understand that eating well helps keep our bodies healthy, with adult explanation and support.</p> <p>Talk about what they are doing while preparing food, describing the tools, actions, and how the food looks or feels.</p> <p>Show curiosity and ask questions about foods and healthy choices, showing an interest in how things work and why healthy food is important.</p>	
<p>Self-portraits (draw a person outline black tools on white paper/ card)</p> <p>Self-portraits (painted on A3)</p>	Christmas baubles (clay)	Making skeletons (using a variety of art straws/ cotton buds/ pasta/ etc.)	Make a class blanket for a teddy bears picnic. Each child to design and decorate their own square then join to the larger blanket.	<p>Children will explore a variety of colourful fruits and vegetables, learning to name and describe them using their senses. They will practise simple food preparation skills—such as washing, peeling (with support), chopping (with adult help), mixing,</p>	Create a picture of space using relief printing technique. (to be sold at Art Festival exhibition to raise money for charity)

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

				and arranging—to create a rainbow fruit and vegetable salad . This hands-on activity teaches them about the variety of foods that help us stay healthy , while reflecting on how these foods come from God’s creation and why we should care for the environment that grows them.	
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

Year 1

Autumn 1 JACKSON POLLACK	Autumn 2	Spring 1 WASSILY KANDINSKY	Spring 2	Summer 1	Summer 2 ORLA KIELY
EXPRESSIONISM		EXPRESSIONISM	REALISM		MINIMALISM
Drawing & Painting	Mechanisms (Sliders and Levers)	Textiles & Collage	Structures (free standing structures)	Food (preparing fruit and vegetables)	3D & Printing
Describe the work of a famous, notable artist or designer and say what they like/ don’t like. Use some of the ideas of the artist studied to create pieces. Use a variety of tools, e.g. pencils, rubbers, crayons,	Recognise and name simple mechanisms, such as levers and sliders, and explain their basic function. Identify where levers and sliders are used in everyday objects (e.g. books, toys, tools).	Add texture by mixing materials. Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons, etc.	Begin to measure materials using non-standard (e.g. cubes, string) and standard units (e.g. centimetres) with support. Cut, fold, and shape materials using simple tools (e.g. scissors, rulers) with guidance.	Describe the importance of washing hands and cleaning surfaces before preparing food. Follow simple hygiene routines (e.g. trying hair back, using clean tools) with adult support.	Explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects.

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

<p>pastels, felt tips, charcoal, ballpoint pens, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and pattern.</p> <p>Explore painting with a variety of media on a range of surfaces. (Different brush sizes and tools.)</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Explore how levers and sliders work through hands-on investigation using paper, card and split- pins.</p> <p>Design a simple moving picture or model that uses a lever or a slider to create some movement.</p> <p>Use tools safely and correctly, such as scissors and hole punches, to make moving parts.</p> <p>Assemble and join materials to make a mechanism, following a simple plan or set of instructions.</p> <p>Talk about own and others' models explaining how the lever or slider works.</p> <p>Suggest improvements to their model based on how well it moves or how it looks.</p>	<p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Use a combination of materials that have been cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Measure, cut and join textiles to make a product, with some support choose suitable textiles</p>	<p>Join materials in different ways (e.g. gluing, taping, folding, slotting) to make simple structures.</p> <p>Name and describe the properties of common construction materials (e.g. card, paper, wood, plastic).</p> <p>Identify differences between materials and suggest which materials are best suited for different parts of a structure (e.g. stiff card for walls, soft material for roof).</p> <p>Suggest ways to make a structure stronger or more stable (e.g. folding card, adding tabs or supports, using thicker material).</p> <p>Explore how different shapes affect strength, such as how triangular shapes or wide bases help with balance and support. Talk about their structure, including what materials they used, how they</p>	<p>Explain why keeping food preparation areas clean is important for staying healthy.</p> <p>Name 5+ fruit or vegetables and say whether they come from a plant or an animal.</p> <p>Sort foods into simple groups, such as fruit, vegetable, dairy, meat, etc.</p> <p>Describe differences between food groups based on texture, taste, or health benefits (e.g. "vegetables are crunch and good for you.")</p> <p>Explore and describe textures of different fruits and vegetables (e.g. smooth, bumpy, juicy, soft.)</p> <p>Use simple tools with support to cut, peel, and grate soft fruits and vegetables safely (e.g. using a child-safe knife or peeler).</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Begin to identify forms of printing: books, posters pictures, fabrics.</p> <p>Experiment in a variety of malleable media such as clay, papier-mâché, Salt dough, Modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed/ printed, painted, applied.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

			<p>joined them and how they made it stronger.</p> <p>Reflect on what worked well or what they would change to improve strength or stability.</p>	<p>Combine ingredients in a simple recipe (e.g. fruit salad or vegetable wrap).</p> <p>Talk about their food creation and explain their choices of ingredients and decoration.</p>	
Create a Jackson Pollack inspired crazy hair self-portrait. (face and neck drawn, hair painted).	Children will design and make a class display book featuring community helpers (e.g. nurse, firefighter, bin collector, teacher, priest), each page including a moving element using a lever or slider . The book will highlight how each person contributes to the common good — helping everyone in the community live well together.	Make a class blanket for a character from a book linked to topic. Each child to design and decorate their own square inspired by Squares with Concentric Circles print (Kandinsky) then join to the larger blanket using their preferred type of stitch.	Children will work in small groups to design and build simple models of buildings that represent different places of work (e.g. post office, hospital, bakery, church, school). Each structure will be made from card, paper, and recycled materials, and will involve measuring, joining, and strengthening techniques learned throughout the unit. The models will be assembled into a collaborative “Working World” village display .	Children will create their own healthy snack plate in the form of a fruit or vegetable face , using freshly prepared ingredients they have cut, peeled, or grated with adult support. This hands-on activity encourages creativity, safe food handling, and healthy eating, while also reflecting on how we care for the Earth and the natural gifts it provides.	<p>Outcome 1: To create a relief print inspired by Orla Kiely using Styrofoam.</p> <p>Outcome 2: To create a simple candle holder from clay and then use the Styrofoam print to decorate it. (to be sold at Art Fest to raise money for charity)</p>
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

Year 2

Autumn 1 PAUL KLEE	Autumn 2	Spring 1 HENRY MATISSE	Spring 2	Summer 1 ROY LICHTENSTEIN	Summer 2
EXPRESSIONISM		IMPRESSIONISM		POP ART	
Drawing & Painting	Mechanisms (wheels and axles)	Textiles & Collage	Food (preparing fruit and vegetables)	3D & Printing	Textiles (templates and joining techniques)
<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point pens.</p> <p>Draw for a sustained period of time from observation (including single and grouped objects).</p> <p>Explore and experiment with the use of line, shape, pattern, colour, texture, space and form.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p>	<p>Use levers and sliders in simple moving models or pictures to create motion.</p> <p>Begin to explore how a wheel moves and what it needs to rotate effectively (e.g. by turning on a fixed point.)</p> <p>Assemble a basic axle, placing a wheel so it can rotate, with adult support.</p> <p>Select appropriate materials and tools to build models with moving parts, including wheels and axles.</p> <p>Join materials using glue, tape, or split pins,</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Be able to confidently stitch two pieces of fabric together. Explain how to thread a needle and have a go.</p> <p>Gain experience of weaving, both 3D and flat, i.e. grass through twigs, carrier bags on a bike wheel, etc.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing,</p>	<p>Explain the importance of food hygiene, including handwashing, tying hair back, and cleaning surfaces.</p> <p>Follow steps to keep a kitchen space hygienic during food preparation, with increasing independence.</p> <p>Name and describe properties of different ingredients, such as crunchy, juicy, soft, sweet or sour.</p> <p>Explain why it's important to eat a variety of foods to stay healthy.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g., cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e., mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures,</p>	<p>Measure and mark fabric using simple tools (e.g. ruler, tape measure) with increasing accuracy.</p> <p>Carefully cut along marked lines to produce accurately shaped pieces of textile, with support where needed.</p> <p>Join two pieces of fabric using simple joining techniques (e.g. gluing, stapling, pinning, or basic stitching like running stitch).</p> <p>Explain how they joined the textiles and reflect on what went well or could be improved.</p>

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

<p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Use a brush to produce marks appropriate to work. E.g., small brush for small marks.</p>	<p>ensuring moving parts can rotate or slide freely.</p> <p>Describe how levers and sliders work to create movement in a model (e.g. pulling, pushing, lifting).</p> <p>Identify the parts of a wheel and axle mechanism, including wheel, axle, and axle holder.</p> <p>Explain the purpose of a wheel and axle, and how it helps objects move more easily.</p> <p>Compare different types of mechanisms, saying how sliders, levers, wheels and axles each create different kinds of motion.</p> <p>Talk about their model and how it moves, using terms like slide, turn, life and rotate.</p> <p>Evaluate their model, suggesting what worked well and how they might improve the mechanism.</p>	<p>pulling threads, twisting and plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes, i.e. onion skins, tea, etc.</p>	<p>Draw and label the Eatwell Plate, identifying and explaining the main food groups.</p> <p>Describe the concept of “five a day” and name at least five different fruits or vegetables they enjoy.</p> <p>Say where different foods come from, such as plant, animal, underground, or a tree.</p> <p>Describe how food is sources, including farming, catching (fishing), or growing at home or school.</p> <p>Recognise the journey food takes (from field to fork), with simple explanations of farming, transporting, and selling.</p> <p>Use simple tools (knife, grater, peeler) to cut, peel, and grate food with increasing confidence and safety.</p> <p>To follow basic steps in a recipe to combine and prepare ingredients for a</p>	<p>patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>Understand that a 3D textile product (e.g. a simple pouch or soft toy) can be made by joining two identical fabric shapes).</p> <p>Explain my choice of textile, using words to describe its properties (e.g. soft, stretchy, thick, waterproof).</p> <p>Choose a suitable textile for a given purpose, such as one that is strong, flexible, or comfortable.</p> <p>Talk about the finished product, explaining how it was made and why they chose those materials.</p> <p>Evaluate work saying what they like or would do differently next time.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

			healthy dish (e.g. fruit salad, vegetable wrap).		
Create an abstract self-portrait inspired by the work of Paul Klee using paint and drawn lines.	Children will design and make a simple model vehicle (e.g. ambulance, recycling truck, fire engine, delivery van) using wheels and axles , and can also include levers or sliders for extra features (e.g. a lifting stretcher, opening doors). The focus is on how people and services work together for the common good —helping everyone in the community live safely and well.	Create a textile collage in the style of Henri Matisse using a range of textiles and by weaving/ stitching pieces onto a piece of fabric.	Children will work together to plan, prepare, and serve simple healthy snacks (e.g. fruit salads, vegetable wraps, or rainbow skewers) to create a mini class café . Each child will have a role—such as chef, food prep assistant, designer, server, or menu writer—emphasising that everyone's contribution is valuable .	Outcome 1: Create a mono print inspired by the art of Roy Lichtenstein from Styrofoam. Outcome 2: Create a mono print inspired by water lily pond with reflections (Roy Lichtenstein) from clay.	Children will design and make a small fabric pouch (e.g. pocket-sized drawstring or envelope-style), using two identical fabric shapes joined together. These pouches will be filled with small items like notes of encouragement, simple prayer cards, or donated essentials (e.g. tissues, lip balm, socks—depending on the context) to be given to those in need, either in the local community or as part of a school-wide charity initiative.
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DOODHLER	YAYOI KUSAMA	ANNI ALBERS			
MINIMALISM	POP ART	ABSTRACT EXPRESSIONISM		CUBISM	
Drawing & Painting	3D & Printing	Textiles & Collage	Food (healthy and varied diet)	Structures (shell structures)	Textiles (2D shape to 3D product)

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

<p>Experiment with different grades of pencil.</p> <p>Plan, refine and alter drawings.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>	<p>Explore the life of the artist and how she turned to art to express her mental health.</p> <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in three colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Use equipment and media with join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p>	<p>Explore the life of the artist and become aware of how she turned to weaving (restrictions in other disciplines due to gender bias).</p> <p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>Prepare and cook food safely and hygienically, following hygiene routines such as washing hands, cleaning surfaces and using utensils properly.</p> <p>Use cooking equipment safely and with increasing independence, including peelers, graters, knives and mixing tools.</p> <p>Describe the components of a healthy diet, including a balance of food and drinks from different food groups.</p> <p>Explain how a healthy diet supports an active lifestyle and growing body.</p> <p>Create a simple, balanced recipe, identifying how each ingredient contributes to health.</p> <p>To use the following food preparation techniques confidently:</p> <ul style="list-style-type: none"> - Peeling - Chopping - Slicing 	<p>Select appropriate materials for constructing a shell structure based on their properties (e.g. strength, flexibility, texture).</p> <p>Work with increasing accuracy to measure, mark, cut and shape materials to create panels for a 3D shell structure.</p> <p>Make clean, accurate cuts and holes using tools such as scissors, hole punches, and craft knives (with support).</p> <p>Join materials securely using a range of techniques such as tabs, flaps, glue, or tape. Begin to create strong, stable structures by reinforcing edges, using internal supports, or layering materials.</p> <p>Explore the art movement of Cubism, identifying how shapes, angles, and multiple perspectives can influence structural design.</p>	<p>Join different textiles using a range of techniques, such as gluing, stapling, and simple stitches (e.g. running stitch, over stitch).</p> <p>Choose textiles based on their appearance and functionality, considering texture, strength, flexibility, and suitability for the product.</p> <p>Cut fabric shapes accurately from a template, ensuring pieces are the same size and shape.</p> <p>Understand and demonstrate that two identical fabric shapes can be joined to create a simple 3D product (e.g. a pouch, purse, or stuffed figure).</p> <p>Describe the properties of different fabrics and explain why they are suitable (or not) for certain uses.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

<p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p>	<ul style="list-style-type: none"> - Grating - Mixing - Spreading - Kneading - Baking <p>Select ingredients carefully based on flavour, texture, nutritional value, or suitability for a recipe.</p> <p>Make the dish visually appealing, thinking about presentation, colour and plating.</p> <p>Begin to understand where food comes from, including foods grown, reared, caught, or processed in the UK.</p> <p>Think about how we can grow some of our own ingredients, such as herbs or vegetables, and explain what they need to grow.</p> <p>Evaluate the final product, explaining what they liked, how they made it healthy and what they might improve.</p>	<p>Apply cubist design principles by incorporating geometric shapes, intersecting planes, and fragmented forms into their structure.</p> <p>Decorate their shell structure using Cubist-style patterns and bold, abstract colour blocks to reflect the artistic movement.</p> <p>Explain their choice of materials and joining methods, referencing strength and purpose.</p> <p>Evaluate the stability and appearance of their finished structure, including how they used Cubist influences in the design.</p>	<p>Understand that joining edges and leaving an opening can form a space within a structure for storing or stuffing.</p> <p>Explain how joining techniques affect the durability and look of the final product.</p> <p>Evaluate their finished textile product, commenting on how well it functions and what they could improve.</p> <p>Explain their design choices, including fabric selection, joining method and shape.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

			Talk about how their skills and choices support health and wellbeing.		
Create a self-portrait inspired by Doodhler (painted background with texture and a black and white drawn face with different grade pencils used).	Create a clay base. Build upon the base a piece of fruit (child's choice) inspired by Yayooi's pumpkin. Use a range of tools to create surface patterns on their fruit.	Create an A4 collage using a range of fabrics (and fabrics they have modified themselves by dying, fraying, weaving, etc).	Children will work collaboratively to grow, prepare, and cook a simple, healthy dish (such as a vegetable soup, flatbread with herbs, or a seasonal salad) using ingredients they have grown or sourced locally where possible. Each child will take on a role in the process—from planning, planting, preparing, cooking, to presenting the meal—celebrating the value of every contribution.	Children will design and construct a 3D shell structure (e.g. a mini bug hotel, bird feeder box, or seed storage box) using recycled or sustainable materials . The structure will be designed to support or protect part of the natural environment, helping children understand that their design and material choices can contribute to caring for God's creation.	Children will design and make a small 3D textile cushion or comfort pouch using two identical fabric shapes. These will be joined using stitching or simple joining techniques and can be donated to a local children's charity, care home, hospital, or crisis centre as a gesture of kindness and solidarity with those in need.
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L.S. Lowry		Kenojuak Ashevak		Augusta Savage	
NAÏVE		SURREALISM		REALISM	
Drawing & Painting	Mechanical systems (levers and linkages)	Textiles & Collage	Electrical Systems (simple circuits and switches – including programming and control)	3D & Printing	Food (healthy and varied diet)
<p>Develop techniques to create intricate patterns using different grades of pencil and other media to create lines, marks and develop tone.</p> <p>Alter and refine drawings and describe the changes they have made using technical art vocabulary.</p> <p>Use research to inspire drawings.</p>	<p>Select the most appropriate tools and techniques for cutting, joining, and assembling components to create movement in a model.</p> <p>Use levers and linkages to produce movement in a mechanism, understanding how different types (e.g. fixed and loose pivots) affect motion.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye.</p>	<p>Construct a simple series circuit using components such as bulbs, buzzers, motors, and switches.</p> <p>Use multiple components in a circuit, understanding how they function together (e.g. motor and switch, buzzer and light).</p> <p>Identify and solve problems if a circuit does not work, using logical reasoning.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from various sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p>	<p>Explain how to keep safe and hygienic during food preparation, including washing hands, cleaning surfaces, and using tools correctly.</p> <p>Follow food hygiene routines independently to ensure food is prepared and cooked safely.</p> <p>Prepare and cook a simple dish safely and</p>

<p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing. Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p>	<p>Use simple pneumatics systems (e.g. syringes and tubing) to create movement in a model with air pressure.</p> <p>Combine different mechanical systems (e.g. a pneumatic mechanism with a lever) with guidance, to enhance movement.</p> <p>Grow in confidence when experimenting with new or different ideas, showing willingness to try unfamiliar materials or methods.</p> <p>Adapt or improve a design during the making process, explaining why changes were needed and how they improved the final product.</p> <p>Evaluate the function and effectiveness of their mechanism, identifying what worked well and what could be improved.</p> <p>Explain their design choices clearly, including materials, techniques,</p>	<p>Create and use dyes.</p> <p>Use resist paste and batik.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics,</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Begin to understand how computers can control a product, such as using a microcontroller (e.g. Crumble or micro:bit).</p> <p>Write and upload a simple program to control an output device (e.g. light, sound, or movement) in a product.</p> <p>Use basic programming commands to turn components on or off, adjust timing, or respond to input.</p> <p>Test and refine a programmed circuit, making changes as needed to improve performance.</p> <p>Design a product that uses a simple electrical circuit or programmed element, explaining its purpose and how it works.</p> <p>Select appropriate materials and components for the</p>	<p>Expand experience in three colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay. Decorate, coil, and produce Marquette confidently when necessarily.</p> <p>Model over an armature as needed to support modelling.</p>	<p>hygienically, using support where needed.</p> <p>Use a range of food preparation techniques, including:</p> <ul style="list-style-type: none"> - Peeling - Chopping - Slicing - Grating - Mixing - Spreading - Kneading - Baking <p>Present a finished food product attractively, considering colour, arrangement, and appeal.</p> <p>Explain that ingredients can be fresh, pre-cooked, or processed, and discuss how that affects taste, nutrition, and preparation.</p> <p>Understand where food comes from, identifying examples of food that is grown (vegetables, grains) reared (meat, dairy), or caught (fish) in the UK and around the world.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

Start to look at working in the style of a selected artist (not copying).	<p>and types of movement used.</p> <p>Test and refine their final product, making adjustments to improve movement or stability.</p>		<p>product, considering function and safety.</p> <p>Evaluate the product, explaining how the electrical system works and how it could be improved.</p>	<p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Describe the Eatwell Plate, naming key food groups and examples of each.</p> <p>Explain that a healthy diet includes a variety of balance of foods and drinks for different food groups.</p> <p>Understand that food and drink provide energy and nutrients needed for growth, movement, and a healthy, active body.</p>
Create a self-portrait in the style of LS Lowry.	Children will work individually or in small groups to design and make a mechanical model that includes movement through	Create an A4 textile picture using batik dying and inspired by fabrics from other countries.	Children will design and create a functional product that uses a simple electrical circuit and, where possible, computer programming	Create an armature from wire of something from nature (child's choice). Model over the armature with clay to create a sculpture.	Children will design, prepare, and cook a simple, healthy, and affordable dish (e.g. vegetable soup, bread rolls, or fruit salad) that

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

	levers, linkages, or pneumatics. The model will represent a machine or tool that helps others—such as a bin-lifting machine, wheelchair ramp model, emergency rescue device, or book-sorting arm—focusing on how tools and technology can serve the needs of everyone in the community.		(e.g. micro:bit, Crumble) to control its features. The product will be designed to perform a small but helpful task—such as a desk tidy with a light, a programmable nightlight, an automatic fan, or a simple alarm system for reminders or safety. The focus is on how we use our skills and knowledge to help others through purposeful design.		could be shared with someone in need, either in their own family or as part of a community outreach project. The dish should use seasonal, locally sourced, or easily available ingredients , encouraging children to think about affordability, accessibility, and healthy eating. Presentation and hygiene will be key, along with understanding that our work can help nourish and support others, especially those who might struggle to access healthy food.
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kehinde Wiley		Salvador Dali		Alma Woodsey Thomas	
CONCEPTUAL ART		SURREALISM		ABSTRACT EXPRESSIONISM	
Drawing & Painting	Structures (frame structures)	Textiles & Collage	Food (celebrating culture and seasonality)	3D & Printing	Electrical Systems (more complex switches and circuits, including programming, monitoring and control)

<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern or texture.</p> <p>Use different techniques for purpose. I.e. shading, hatching.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop simple perspective by using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use drawing techniques to work from a variety of sources including, observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>Select materials carefully, considering both the appearance and the intended use of the product, and justify these choices in a design plan.</p> <p>Explain how their product meets the design criteria, including how it is fit for purpose, stable, and visually appealing.</p> <p>Measure, mark, and cut materials accurately, using standard units and appropriate tools (e.g. ruler, set square, protractor) to ensure precision.</p> <p>Assemble a 3D frame structure, ensuring it is strong, stable, and appropriate for its intended function.</p> <p>Reinforce and strengthen their structure using techniques such as bracing, triangulation, layering, and additional supports, with increasing independence and accuracy.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Plan a design in a sketchbook and execute it.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>Embroidery over tie dye.</p>	<p>Explain how to stay safe and hygienic during food preparation, including washing hands, cleaning surfaces, and using equipment safely.</p> <p>Develop and follow their own hygiene guidelines, demonstrating responsibility for keeping themselves and others safe during cooking.</p> <p>Prepare and cook a variety of savoury dishes safely and hygienically, including, where appropriate, using a heat source (e.g. oven, hob, grill) under supervision.</p> <p>Use a range of food preparation techniques with increasing independence, including:</p> <ul style="list-style-type: none"> • Peeling • Chopping • Slicing • Grating • Mixing • Spreading • Kneading • Baking 	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p>	<p>Incorporate a switch confidently into a circuit as part of a functional product, understanding how it controls the flow of electricity.</p> <p>Use multiple components in a circuit, such as bulbs, buzzers, motors, or sensors, and explain how they work together to perform a function.</p> <p>Select and use appropriate materials and tools to assemble circuits safely and effectively.</p> <p>Begin to program a computer to monitor changes in the environment, using sensors (e.g. light, temperature) to collect data.</p> <p>Use a computer or microcontroller (e.g. Crumble or micro:bit) to control a product based on input from the environment (e.g. a fan that turns on when it gets too hot).</p>
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<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Understand why precision is essential in measuring, cutting, and joining materials, and how it affects the overall stability and durability of the final product.</p> <p>Explain how reinforcement techniques improve the strength and stability of a 3D frame.</p> <p>Test their finished structure for strength, stability, and function, describing any weaknesses and suggesting improvements.</p> <p>Evaluate their choice of materials and design decisions, explaining how these contribute to the product's purpose and appearance.</p>	<p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p>	<p>Begin to understand the concept of seasonality, and how the availability of ingredients changes throughout the year.</p> <p>Understand that food can be grown, reared, or caught in the UK and the wider world, giving examples of each.</p> <p>Explain that different foods and drinks contain different substances (e.g. vitamins, minerals, proteins, carbohydrates, fats) that contribute to a healthy, balanced diet and are needed for growth, energy, and health.</p> <p>Describe how recipes can be adapted to change the appearance, taste, texture, or aroma of a dish (e.g. adding spices, changing cooking methods).</p> <p>Present a finished product that is attractive, interesting, and fit for purpose, considering</p>	<p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique to discuss work.</p>	<p>Understand how software and hardware work together to control a product's function and respond to changes.</p> <p>Explain how switches, sensors, and actuators work in an electrical system and describe their role in controlling a product.</p> <p>Understand how different components can be combined to make a product perform a useful task.</p> <p>Test their product, identifying how well the circuit and program work together to meet the intended function.</p> <p>Evaluate the effectiveness and reliability of their electrical system and programming, suggesting improvements where needed.</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

			<p>colour, arrangement, and presentation style.</p> <p>Evaluate their finished dish, explaining what worked well, what could be improved, and how it supports a healthy diet.</p> <p>Reflect on how they followed hygiene and safety guidelines and explain why this is important.</p>		
<p>Draw and paint a self-portrait in the style of Kehinde Wiley.</p>	<p>Children will design and build a 3D frame structure that represents a small-scale model of a community shelter, such as a bus stop, picnic shelter, or community garden pergola. The focus is on designing a structure that is strong, stable, and accessible, demonstrating how thoughtful design and teamwork can serve the needs of the whole community.</p>	<p>Children will design and create a collaborative textile wall hanging inspired by Surrealism and Salvador Dalí, using tie-dye, weaving, embroidery, and collage techniques. Each child (or small group) will design and contribute one textile panel representing an imaginative, dreamlike image inspired by Dalí's work. The panels will then be joined together to form one large, surreal, and unified artwork that symbolises solidarity, cooperation, and creative collaboration.</p>	<p>Children will work individually or in small groups to plan, prepare, cook, and present a simple, healthy savoury dish that could be shared in a class "Community Café" event. Each child will have a role—such as chef, assistant, designer, server, or presenter—emphasising the dignity of each person's contribution and highlighting how work can bring people together to support one another.</p>	<p>Children will design and create a freestanding 3D sculpture inspired by the vibrant colours and patterns of Alma Woodsey Thomas's abstract expressionism, using a combination of printing, embroidery, and 3D construction techniques. The sculpture will take the form of a totem-like column, with each section celebrating different aspects of the natural world—from leaves and flowers to landscapes and oceans. Children will use recycled, natural, and manmade materials to create a piece that honours God's creation and encourages</p>	<p>Children will design and build an emergency light or alert system that uses an electrical circuit with a switch, multiple components, and a simple programmable control system (e.g. Crumble or micro:bit). The product will be designed to help people who may not have consistent access to electricity or who might need a low-cost solution for safety—such as a small LED lamp for reading, a warning buzzer for low temperatures, or a simple fan that activates when it gets too hot. The focus is on using technology and design to</p>

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

				us to protect and care for it.	support and protect the most vulnerable members of society.
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Frida Kahlo		Althea McNish		Barbara Hepworth	
CUBISM		POP ART		SURREALISM	CONCEPTUAL ART
Drawing & Painting	Textiles (combining different fabric shapes)	Textiles & Collage	Mechanical Systems (pulleys or gears)	3D & Printing	Food (celebrating culture and seasonality)
<p>Draw for a sustained period of time over a number of sessions working on the same piece.</p> <p>Develop their own style of drawing through: line, tone, pattern and texture.</p> <p>Use different techniques for a purpose i.e. shading, hatching within their own work. Understand and articulate which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work</p>	<p>Consider the user's wants and needs when designing a textile product, identifying key features that will make the product appealing and practical.</p> <p>Select textiles thoughtfully, considering both appearance (colour, pattern, texture) and functionality (strength, durability, comfort) to ensure the product is attractive and fit for purpose.</p> <p>Explain how their product design meets the needs of the user and how it is visually appealing.</p> <p>Make a prototype of their product to test size, function, and fit before creating the final version.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Use a variety of materials to develop a design.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Adapt their work according to their views</p>	<p>Refine a product after testing, considering aesthetics (appearance), functionality (how it works), and purpose (how it meets user needs).</p> <p>Incorporate simple hydraulics or pneumatics to create movement or control within a product.</p> <p>Use cams, pulleys, and gears confidently to create different types of movement in a mechanical system.</p> <p>Select and use appropriate materials, tools, and techniques to build a product that moves effectively and is fit for purpose.</p> <p>Demonstrate confidence in trying new or different ideas, taking creative risks</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Use sketchbooks to collect and record visual information from diverse sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>	<p>Understand that a recipe can be adapted by adding or substituting ingredients to change flavour, texture, or nutritional content.</p> <p>Explain seasonality of foods, understanding when different fruits, vegetables, and other ingredients are in season and how this affects freshness and availability.</p> <p>Learn about different food processing methods, such as drying, freezing, canning, and pasteurising, and explain how these affect taste, nutrition, and shelf life.</p> <p>Name some types of food that are grown, reared, or caught both in the UK and in the wider world, and understand how this affects what is available in shops.</p>

<p>using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings using drawing skills.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge; understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from</p>	<p>Use a range of joining techniques with increasing confidence and accuracy, such as stitching (running stitch, backstitch, overstitch), gluing, or using fastenings.</p> <p>Combine different fabric shapes to create a single, three-dimensional textile product (e.g. a pencil case, cushion, or small bag).</p> <p>Think about how their product might be sold, including presentation, branding, and packaging to attract potential customers.</p> <p>Evaluate their product, identifying strengths and areas for improvement and suggesting changes that would enhance its design, functionality, or appearance.</p> <p>Understand that a single 3D textile product can be constructed from a combination of fabric shapes, joined together</p>	<p>and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>	<p>and exploring alternative solutions to design challenges.</p> <p>Combine different mechanical systems (e.g. cams with pulleys, gears with pneumatics) to achieve more complex movements.</p> <p>Explain how cams, pulleys, gears, hydraulics, and pneumatics work, and how they are used to create movement in everyday products.</p> <p>Understand that testing and evaluation are important steps in the design process to ensure the product works reliably and meets the design criteria.</p> <p>Evaluate their final product, identifying how they improved it after testing and explaining how it meets its intended purpose and design criteria.</p> <p>Use feedback from others (e.g. peers,</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p>	<p>Describe some of the different substances found in food and drink, such as carbohydrates, fats, proteins, vitamins, and minerals, and explain how they contribute to a healthy, balanced diet.</p> <p>Explain how different substances in food and drink can affect health, including positive effects (e.g. vitamins) and negative effects (e.g. too much sugar).</p> <p>Adapt recipes independently to change the appearance, taste, texture, or aroma of a dish, using spices, herbs, or alternative ingredients.</p> <p>Prepare and cook a variety of savoury dishes safely and hygienically, including where appropriate using a heat source such as an oven, stove, or grill.</p> <p>Use a range of cooking techniques confidently, including:</p>
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ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

<p>different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>to form a cohesive and attractive item.</p> <p>Use their knowledge of textiles and joining techniques to plan, make, and evaluate a final product that meets a design brief.</p>		<p>teachers, potential users) to refine and improve their design choices.</p>	<p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur using knowledge of media.</p> <p>Use language appropriate to skill and technique to articulate choices and evaluate work.</p>	<ul style="list-style-type: none"> • Peeling • Chopping • Slicing • Grating • Mixing • Spreading • Kneading • Baking <p>Evaluate their dish, explaining how they adapted the recipe and how it meets dietary needs and preferences.</p> <p>Reflect on how the dish contributes to a healthy diet, considering both nutrition and personal preferences.</p>
<p>Children will create a Cubist-inspired self-portrait that celebrates their own dignity and uniqueness. Drawing on Frida Kahlo's powerful self-portraits, they will develop a piece of art that uses line, tone, pattern, texture, and mixed media to express their identity, experiences, and dreams. The project encourages children to think deeply</p>	<p>Children will work individually or in groups to design, prototype, and make a 3D textile product that serves a community need—for example, a pencil case for a local school drive, a small bag for charity donations, or a comfort pouch for someone in hospital. The focus is on thinking about the needs of others, designing with empathy, and ensuring the product</p>	<p>Children will design and create an individual textile panel inspired by Pop Art and Althea McNish's vibrant textile designs, exploring bold colours, patterns, and textures. Each panel will be joined together to form a class "Solidarity Quilt", symbolising how everyone's unique contributions come together to build a strong, supportive community.</p>	<p>Children will design, build, test, and refine a mechanical product that uses cams, pulleys, gears, and/or hydraulics/pneumatics to help people in everyday tasks. Examples might include:</p> <ul style="list-style-type: none"> • A simple mechanical grabber to pick up objects for 	<p>Children will design and create a 3D sculpture that draws inspiration from Surrealism and Barbara Hepworth's organic forms, using printmaking techniques and mixed media to decorate and enhance their sculpture. The work will focus on nature and the environment, exploring positive and negative shapes (inspired by Hepworth's pierced</p>	<p>Children will design, adapt, and prepare a savoury dish that is nutritious, affordable, and easy to make—considering how food can meet the needs of those who may have limited access to fresh ingredients or kitchen resources. The dish should reflect seasonal ingredients where possible, and children will</p>

ART AND DESIGN AND DESIGN TECHNOLOGY CURRICULUM

about what makes them valuable and unique , reflecting the dignity of each person created in God's image.	is both attractive and durable. They will consider how to present their product, including how it might be packaged or sold to raise funds or support a cause.	This collaborative artwork will celebrate diversity, unity, and the value of working together .	<p>someone with limited mobility.</p> <ul style="list-style-type: none"> • A lifting mechanism to help carry items safely. • A small device to aid in a household task (like an automatic door opener or a pop-up storage box). <p>The focus is on practical innovation and working together to serve others, reflecting how engineering can support the dignity of all people by making daily life easier and more inclusive.</p>	forms) and using sketchbooks to collect visual information, develop ideas, and plan. The final product will celebrate the beauty of God's creation and our responsibility to care for it.	be encouraged to adapt recipes to improve nutrition, taste, or texture, while thinking about how to keep costs down. The focus is on making a healthy, balanced meal accessible to all , especially to those who may be vulnerable or struggling with food insecurity.
Dignity	The Common Good	Solidarity	The dignity of work and participation	Creation and Environment	The Option for the poor