**St Philip’s Catholic Primary School**

**Art Curriculum Progression Links**

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|  | **Year 1** | **Year 2** |
| Objective | **Colour Creations** | **Can Buildings Speak?** | **Andy Goldsworthy**  | **Super Sculptures** | **Animal Art** | **Earth Art** |
| to use a range of materials creatively to design and make products |  |  |  |  |  |  |
| to use drawing to develop and share their ideas, experiences and imagination |  |  |  |  |  |  |
| to use painting to develop and share their ideas, experiences and imagination |  |  |  |  |  |  |
| to use sculpture to develop and share their ideas, experiences and imagination |  |  |  |  |  |  |
| to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |  |  |  |  |  |
| about 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 |  |  |  |  |  |  |

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Objective | **Seurat & Pointilism** | **Plant Art** | **Jewellery Designs** | **Famous Buildings**  | **Can We Change Places?** | **Vincent Van Gough**  | **Art of Africa** | **Gustav Klimt** | **A Sense of Place** | **Monet and Impressionists** | **Street Art** | **Cityscapes** |
| to create sketch books to record their observations and use them to review and revisit ideas |  |  |  |  |  |  |  |  |  |  |  |  |
| to improve their mastery of art and design techniques, including drawing with a range of materials |  |  |  |  |  |  |  |  |  |  |  |  |
| to improve their mastery of art and design techniques, including painting with a range of materials |  |  |  |  |  |  |  |  |  |  |  |  |
| to improve their mastery of art and design techniques, including sculpture with a range of materials |  |  |  |  |  |  |  |  |  |  |  |  |
| about great artists in history |  |  |  |  |  |  |  |  |  |  |  |  |
| about great architects in history |  |  |  |  |  |  |  |  |  |  |  |  |
| about great designers in history |  |  |  |  |  |  |  |  |  |  |  |  |

**St Philip’s Catholic Primary School**

 **DT Curriculum Progression Links**

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|  | **Year 1** | **Year 2** |
| Objective | **DT Homes** | **Moving Pictures** | **Eat More Fruit and Veg\*** | **Flying Kites/ Exploring Materials** | **Perfect Pizza\*** | **Making Fire Engines** |
| design purposeful, functional, appealing products for themselves and other users based on design criteria |  |  |  |  |  |  |
| generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |  |  |  |  |  |  |
| select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |  |  |  |  |  |  |
| select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |  |  |  |  |  |  |
| explore and evaluate a range of existing products |  |  |  |  |  |  |
| evaluate their ideas and products against design criteria |  |  |  |  |  |  |
| build structures, exploring how they can be made stronger, stiffer and more stable |  |  |  |  |  |  |
| explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products |  |  |  |  |  |  |
| use the basic principles of a healthy and varied diet to prepare dishes |  |  |  |  |  |  |
| understand where food comes from |  |  |  |  |  |  |

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Objective | **Photograph Frames** | **Sandwich Snacks** | **Moving Monsters** | **Story Books** | **Lighting it Up** | **American Foods** | **Making African Instruments**  | **Funky Furnishings and Bridges** | **Great British Dishes\*** | **Bird House Builders** | **Burgers\*** | **Fashion and Textiles** |
| use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |  |  |  |  |  |  |  |  |  |  |  |  |
| generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |  |  |  |  |  |  |  |  |  |  |  |  |
| select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |  |  |  |  |  |  |  |  |  |  |  |  |
| select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |  |  |  |  |  |  |  |  |  |  |  |  |
| investigate and analyse a range of existing products |  |  |  |  |  |  |  |  |  |  |  |  |
| evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  |  |  |  |  |  |  |  |  |  |  |  |
| understand how key events and individuals in design and technology have helped shape the world |  |  |  |  |  |  |  |  |  |  |  |  |
| apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  |  |  |  |  |  |  |  |  |  |  |
| understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  |  |  |  |  |  |  |  |  |  |  |  |
| understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |  |  |  |  |  |  |  |  |  |  |  |
| apply their understanding of computing to program, monitor and control their products |  |  |  |  |  |  |  |  |  |  |  |  |
| understand and apply the principles of a healthy and varied diet |  |  |  |  |  |  |  |  |  |  |  |  |
| prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  |  |  |  |  |  |  |  |  |  |  |  |
| understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |  |  |  |  |  |  |  |  |  |  |  |  |