|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Y3 | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
| Topic overview | **From Stone to Steel, how did England change?** | **How would you survive an angry volcanic eruption? (Extreme Earth)** | **Forces and Magnets** | **How did the Ancient Romans influence our lives today?** | **Why are maps so important? (Life in Middleton)** | **Why did holidaying in Middleton change over the last few centuries?** |
|  | Art | D&TTEXTILES | Art | D&TFOOD | Art | End of Year Project (Adaptable to planning) |
|  | Prehistoric Art(charcoal, cave drawings) | Cushions | Formal elementsShape – wire | Eating Seasonally | Craft/Collage | Find a black and white picture of holidaying in Middleton, can they adapt it and use colour to bring it to life? |
| END POINTS | **1) I can reflect upon the purpose of Prehistoric drawings.*** I can identify animals important to the people of prehistory.
* I know that prehistoric people painted with muted earth colours.
* I understand the process of making art in prehistory.

**2) I can use charcoal to apply tone and texture.*** I can use my pencil to draw in different ways to create tone.
* I can use charcoal effectively.
* I can discuss and compare the effect of using both pencil and charcoal.

**3) I can experiment with making colours.*** I can comment on the colours seen in Prehistoric Art.
* I can mix primary colours to achieve a secondary colour.
* I can use white and black paint to add tone to the colours I am creating.

**4) I can create texture within my work.*** I can use different brushes to achieve different effects.
* I can use a range of tools to create a textured background.
* I can add fine detail using smaller brushes.

**5) I can collaborate in a group to create a piece of art work.*** I can work effectively in a group, discussing the art process.
* I can create designs using positive and negative impressions of my hand.
* I can create natural colours using paint.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work in comparison to Prehistoric Art.
 | **1) I can learn how to sew cross-stitch and applique.*** I can use a cross stitch.
* I know how to applique.
* I can reflect on techniques used.

**2) I can design a product and its template.*** I can design a cushion.
* I can use a paper template.
* I can cut fabric accurately.

**3) I can decorate my fabric using applique and cross stitch.*** I can follow a design criteria.
* I can use cross stitch.
* I can add applique.

**4) I can assemble my cushion.*** I can use stitches to join fabrics.
* I can leave space for a seam.
* I understand why some products are turned inside out after sewing.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work.
 | **1) I can identify simple geometric shapes in objects that I observe.*** I can observe objects carefully.
* I can comment on any shapes that I can see in an object.
* I know that in natures, objects are usually formed by wavy lines and manmade objects consist of straight lines.

**2) I can recognise and apply geometry when drawing.*** I know that points, lines, shapes and space that make up 2D and 3D shapes are known as ‘geometry’.
* I can see basic geometrical shapes when I draw objects.
* I can use guidelines to help set out and construct more complicated images from observation.

**3) I can apply even layers of pencil tone when shading.*** I know that ‘tone’ refers to light and dark areas of an object or artwork.
* I hold my pencil properly when shading by
* Using the side of the pencil
* Holding it flat to the paper.
* I can apply the four rules of shading (Shade in one direction, create smooth, neat, even tones, leave no gaps and ensure your edges are straight).

**4) I can look carefully at shadows and include these in my sketch.*** I know that using my pencil more firmly creates a darker tone.
* I can recognise shadows in a picture.
* I can include shadows of relevant placement in my sketch.

**5) I can create and form shapes using modelling wire.*** I can work safely with tools that I am using.
* I can change the shape of my wire by bending and twisting it.
* I can use smaller pieces of wire to add details.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I understand that climate affects food growth.*** I know that not all fruits and veg can be grown in the UK.
* I understand that climates enable different fruits and veg to grow.
* I consider hygiene and safety when preparing food.

**2) I know that importing food impacts the environment.*** I know that imported food that has travelled from far away can impact the environment.
* I know that certain foods grow in certain seasons and so are imported when not in season.
* I can debate for or against importing food.

**3) I can create a recipe that is healthy and nutritious using seasonal vegetables.*** I know what foods are currently in season.
* I am aware of the nutritional benefits of fruits and veg.
* I can design a filo tart using seasonal veg.

**4) I can safely follow a recipe when cooking.*** I know how to prepare a kitchen to cook in.
* I know the basic rules of food contamination.
* I can follow a recipe safely.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can create a mood board.*** I know what a mood board is.
* I can show what is important to me through my mood board.
* I can explain my choices.

**2) I can create tie-dyed materials.*** I know the process of tie-dying.
* I can secure the ties tightly.
* I understand the similarities between tie-dying and wax resist.

**3) I can reflect critically on the work of a well known artist.*** I can say what I like and don’t like about the artists work.
* I can give a reason for these opinions.
* I can compare the work to other well known art, saying how they are similar or different.

**4) I can weave using paper.*** I can cut with accuracy.
* I can weave and show precision.
* I can use and understand the correct terminology in relation to weaving. (Warp and weft).

**5) I can weave using different materials.*** I use fabric carefully in order to create a weave.
* I can use and understand the correct terminology in relation to weaving. (Warp and weft).
* I can comment on the similarities and differences of weaving with paper and fabric.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | CLASS PROJECT – ADAPTABLE TO PLANNING |
| Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Topic overview | Why are rivers so important? | How do we learn about Ancient Egyptian Civilisations? | Who were the Anglo-Saxons and Scots? | Can you tell the story of the Saxons in Middleton? | The Peak District! | A tale of two cities! Are Manchester and Rome similar? |
|  | Art | D&TSTRUCTURES | Art | D&TELECTRICAL SYSTEMS | Art | End of Year Project |
|  | Every Picture Tells a StoryAnalysing Artists’ works | Pavillions | Formal elements  | Torches | Art & Design Skills | CLASS PROJECT – ADAPTABLE TO PLANNING |
| END POINTS | **1) I can comment on the form, tone, colour, pattern and texture of a piece of Art.*** I can comment on my personal preferences in these elements.
* I can give reasons for why I like/dislike particular elements.
* I can compare well known pieces of Art work in relation to these elements, discussing whether they are different or similar.

**2) I can critically analyse a well known piece of art work.*** I can say what I like or dislike about the piece of art work.
* I can comment on the elements used in the piece and how these achieve a particular effect.
* I can comment on how it is similar or different to other well known art work.

**3) I can understand and explain abstract art.*** I can comment on what I like or dislike about a piece of abstract art.
* I can take themes and techniques shown to me to create my own piece of abstract art.
* I can discuss examples of places or situations when abstract art may be found or created.

**4) I can create a collage.*** I can create a plan for my collage.
* I can discuss which elements may achieve a good effect when placed together.
* I can have the confidence to edit and change my collage to achieve different effects.

**5) I can compare the work of artists that I have observed.*** I can discuss the work that I like and dislike.
* I can comment on the form, pattern, texture and tone.
* I can comment on any techniques I may like to use in my own art work and why.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can create a range of different shaped frame structures.*** I know what a pavilion is.
* I can explain the purpose of world expos and pavilions.
* I can make a variety of different framed structures.

**2) I can build a frame structure.*** I can build a free-standing structure.
* I can select the appropriate materials to build a strong structure.
* I know how to reinforce corners to strengthen my structure.

**3) I can add cladding to the frame structure.*** I can select appropriate materials for my cladding.
* I can add cladding which reflects my design.
* I can create different textural effects with my chosen material.

**4) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) To develop a wide range of mark making techniques.*** I can comment on why and when charcoal may be used.
* I can express the meaning of words and phrases in an abstract way using appropriate charcoal technique.
* I can use charcoal to create texture within my work.

**2) I can print a pattern effectively.*** I can make a printing block using playdough and coat it in ink to create a print.
* I can use different shapes and elements to make my pattern interesting.
* I can discuss why my pattern is interesting, or if I would change something about it.

**3) I can create patterns using a stamp.*** I can make a stamp using geometrical and mathematical shapes.
* I can make my prints unique through the use of colour and pattern.
* When printing I try to use symmetrical patterns.

**4) I understand symmetry and reflection.*** I can use some element of symmetry in my patterns.
* I can discuss why symmetry is used.
* I can be precise with my symmetry, which shows in the patterns I create.

**5) I understand reflection.*** I can discuss what reflection means.
* I am confident when using tracing paper to create reflection.
* I can discuss my opinions on using reflection.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can learn about electrical systems and how they work.*** I can identify electrical products.
* I know what electrical conductors and insulators are.
* I know that a battery contains stored electricity and can be used to power products.

**2) I can analyse and evaluate electrical products.*** I can identify the features of a torch.
* I unserstand how a torch works.
* I understand what is important in torch design.

**3) I can design a torch.*** I can consider who my design is for in my design criteria.
* I can design a torch that satisfies both the design and success criteria.
* Use the correct terminology when describing how my torch will work.

**4) I can make and evaluate a torch.*** I can make a working circuit with a switch.
* I can use appropriate equipment to cut and attach materials.
* I create my torch according to the design criteria.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can create an optical illusion.*** I know that lenticular printing gives an optical illusion.
* I can score lines safely.
* I can create an image based on the principles of lenticular printing.

**2) I can critically analyse a well know piece of art work.*** I can say what I like or dislike about the piece of art work.
* I can comment on the elements used in the piece and how these achieve a particular effect.
* I can comment on how it is similar or different to other well known art work.

**3) I can study the work of a well known artist, applying their technique to my art work.*** I can analyse the work of Paul Cezanne.
* I can effectively apply his technique of using short, angular strokes to my own piece of work.
* I can reflect on this style, commenting on whether I think it is effective.

**4) I can arrange and draw a still-life image from observation.*** I can make a plan for the arrangement of the objects I will be sketching, to achieve the best effects.
* I can sketch an outline of the still life objects using symmetry lines.
* I can use light, medium and dark tones to make the drawing look 3 dimensional.

**5) I can use light, medium and dark tones within my sketch.*** I know that applying different pressure to my pencil will create a different tone.
* I can use light, medium and dark tones in appropriate places.
* I can add highlights to my drawing.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 |  |
| Y5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | Is there anybody out there? Earth & Space | Does greed corrupt? (Fair Trade) | How did Ancient Greece impact the Western World? | Should nations impose their culture on others? (Vikings/Anglo Saxons) | Why do we still want to go to America? | Being Historical Detectives in Victorian Rochdale |
|  | Art | D&TTEXTILES | Art | ArtD&TSTRUCTURES | Art | End of Year Project |
|  | Art & Design Skills | Stuffed Toys | Formal elementsHouse drawing/Architecture(Colour, line, shape and form) | Bridges | Every Picture tells a storyMessages behind ArtBridges | Objectives still need to cover:- ­- Develop skills in using clay including slabs, coils and slips. (Magnets)? |
|  | **1) I can research the work of an artist and use their work to replicate a style.*** I can analyse the work of a well known artist, commenting on what I like or dislike about the work.
* I can look carefully at the style that they use and discuss this with others.
* I can replicate the style of the artist, using the technique in different ways to create my own piece of work.

**2) I can look at texture in detail.*** I can discuss different textures used in well known art work and the effect that this creates.
* I can compare the texture of different materials and make a plan of how I would replicate these in my art work.
* I can use different media to replicate the texture seen in different materials.

**3) I can develop observational drawing.*** I can use fine control with my pencil to make a detailed and analytical observational drawing.
* I can use a pencil to extend any original lines.
* I can add tonal graduation using a 2B pencil.

**4) I can create a collage.*** I can create a plan for my collage.
* I can lay out a simple collage by selecting the most interesting elements.
* I can have the confidence to edit and change my collage to achieve different effects.

**5) I can understand the process of how artists work.*** I can source inspiration for a piece of art work.
* I can use references to inspire and develop my art work.
* I can reflect critically on my art work.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can design a stuffed toy.*** I know how to ensure that my template is proportional.
* I can make a paper template.
* I can discuss my design with others, using appropriate terminology.

**2) I can sew a blanket stitch.*** I can cut neatly and accurately.
* I can thread a needle.
* I can use a blanket stitch to join two pieces of fabric.

**3) I can create and add decorations to fabric.*** I can create strong and secure stitches (blanket, running, cross stitch).
* I can use applique to attach pieces of fabric decoration.
* I can use stitches to decorate fabric.

**4) I can use a blanket stitch to assemble the components of a stuffed toy.*** I can use a blanket stitch to join two pieces of fabric.
* I can stuff my toy carefully, repairing any holes or gaps.
* I can evaluate my stuffed toy.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can draw by interpreting forms from direct observation.*** I can observe a building and comment on the details I can see.
* I can begin to draw the details I can see accurately, rather than what I think I can see.
* I can begin to draw the building, including accurate details in appropriate proportion.

**2) I can compose a print from a larger observational drawing.*** I can select a suitable area from my previous house drawing using cropping methods.
* I can evaluate my print composition.
* I can print effectively, making sure that the right amount of pressure is applied.

**3) I can research the work of an artist and use their work to replicate a style.*** I can analyse the work of a well known artist, commenting on what I like or dislike about the work.
* I can look carefully at the style that they use and discuss this with others.
* I can replicate the style of the artist, using the technique in different ways to create my own piece of work.

**4) I can design a building in an architectural style.*** I can design a building based on an architectural style.
* I can use perspective view, a plan view or a front elevation to draw my design.
* I can design a building based on a theme or to suit a specific purpose.

**5) I can design my own monument.*** I can consider the reasoning for a monument and what they aim to achieve.
* I can create an effective plan to design my monument.
* I can evaluate my monument to see whether I could improve or edit it in any way.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can explore how to reinforce a beam (structure) to improve its strength.*** I can identify beam and arch bridges.
* I can identify stronger and weaker structures.
* I can find different ways to reinforce structures.

**2) I can build a spaghetti truss bridge.*** I can identify arch, beam and truss bridges.
* I can use triangles to create truss bridges and test them.
* I understand how triangles can be used to reinforce bridges.

**3) I can build a wooden truss bridge.*** I can measure and mark out accurately on wood.
* I can follow health and safety rules.
* I can select appropriate materials for particular tasks.

**4) I can complete, reinforce and evaluate my truss bridge.*** I can complete my wooden truss bridge.
* I can identify points of weakness and reinforce them as necessary.
* I can evaluate my truss bridge.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can critically analyse a well known piece of art work.*** I can say what I like or dislike about the piece of art work.
* I can comment on the elements used in the piece and how these achieve a particular effect.
* I can comment on how it is similar or different to other well known art work.

**2) I can experiment with different media to achieve different effects.*** I can effectively explore different media such as chalk, ink and pencil to achieve different effects.
* I can discuss appropriate times when these might be best to use.
* I can voice my opinion on each media, giving reasons as to why I like or dislike them.

**3) I can create a symmetrical, abstract form.*** I understand what the Rorschach Inkblots were used for.
* I can use limited materials to create a symmetrical abstract image.
* I can use my imagination to interpret and add detail to my image.

**4) I understand the idea that art is subjective and is in the eye of the creator.*** I can look at a piece of art work in different ways.
* I can discuss with my partner the message behind Rorschach’s ‘inkblot’ research.
* I have the confidence to offering a differing opinion about a piece of art work.

**5) I can use symbols to create a meaningful message.*** I can explain to my partner what a pictograph is.
* I can create a message using purely visual symbols.
* I can explain my pictograph to another person.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | CLASS PROJECT – ADAPTABLE TO PLANNING |
| Y6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Overview | The Wonder of Me | World War 1 | A matter of Life and Death | Early Islamic Civilisation | Why do we need to look after our planet? |
|  | Art | D&TTEXTILES | Art | D&TFood | Art | End of Year Project |
|  | Make my voice heard | Waistcoats | Still life | Come Dine with me | Art & Design Skills(Impressionism, zentangles) |  |
| END POINTS | **1) I can create graffiti art.*** I know there are different styles of graffiti art.
* I can create my own graffiti tag.
* I can add a 3D shadow to my tag.

**2) I can explore the use of emotion in art.*** I understand that the work of the artist Kathe Kollwitz is based on difficult experiences.
* I can draw a series of lines to create a portrait of a face.
* I can use charcoal to add shadows to my portrait drawing.

**3) I can use and understand symbolism.*** I know about some of the symbolism used in Picasso’s ‘Guernica’.
* I can plan and create a composition in the style of Picasso’s ‘Guernica’.
* I can use symbols In my art work to convey a message.

**4) I can critically analyse a well known piece of art work.*** I can say what I like or dislike about the piece of art work.
* I can comment on the elements used in the piece and how these achieve a particular effect.
* I can comment on whether I would take use some elements of the art work in my own creations and explain why.

**5) I can use the ‘halo’ technique to add effect to my work.*** I can use the work of Kathe Kollwitz as a reference for my work.
* I can effectively use charcoal to create shadow and depth in my work.
* I can develop emotion within my art work by using the halo technique.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work and if there is something I would do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
* I can use feedback to make any potential amendments to my work.
 | **1) I can design a waistcoat.*** I can annotate my designs.
* I can design clothing to a set of criteria.
* I can discuss my plans with others, using appropriate terminology.

**2) I can mark and cut fabric according to a design.*** I can explain the differences between the design and my template.
* I can accurately mark out the panels for my waistcoat
* I can cut neatly and accurately.

**3) I can assemble a waistcoat.*** I can sew a strong running stitch.
* I can make sure my stitches are small, neat and follow the edge.
* I can tie strong knots to secure the thread in place.

**4) I can decorate my waistcoat.*** I can secure a fastening.
* I can attach objects for decoration using thread.
* I can evaluate my work according to the design criteria.

**5) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can sketch ideas for a still life study.*** I can draw with attention to form line and layout.
* I can draw observing with care.
* I know that my sketches are not the finished article and I can make several attempts.

**2) I can draw still life using charcoal.*** I can create clear lines and shapes.
* I can create a piece of abstract art.
* I can use charcoal to show light and dark tones.

**3) I can draw using negative medium.*** I can use different materials to draw with.
* I understand and can use ‘negative image’.
* I can pick out areas of light and shadow with confidence.

**4) I can paint a still life study in colour.*** I can pay attention to painting form line and layout.
* I know how to mix paint to create lighter and darker tones of a specific colour.
* I know how to mix colours to create the hue that I need.

**5) I can create a box to showcase my art work.*** I can create a box from thick paper/card.
* I can represent ideas graphically, combining graphics and words.
* I can justify my choice of graphics and words.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work and if there is something I would do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
* I can use feedback to make any potential amendments to my work.
 | **1) I can research and design a three course meal.*** I know how to research a recipe by ingredient.
* I can list the ingredients needed for my chosen recipe.
* I can read the method and make a list of all the equipment I will need.

**2) I can write a recipe and prepare a meal using this.*** I prepare ingredients and follow a recipe safely.
* I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.

**3) I can evaluate and reflect on my work.*** I can say what I like about my work.
* I can say talk about something I may do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.
 | **1) I can research and adopt the style of a famous group of painters.*** I know that Claude Monet is a famous impressionist painter.
* I know some of the motivations and techniques of impressionist and post-impressionist painters.
* I can paint skilfully by mixing complex colours.

**2) I can use repeated patterns to create artwork.*** I understand the connection between working artistically and wellbeing.
* I can create a design matrix by drawing different zentangle patterns.
* I know that I must not use a rubber.

**3) I can create a repeated pattern through printing.*** I know how to transfer my zentangle pattern onto a polystyrene tile.
* I can apply an even layer of ink to the tile.
* I can understand that this method creates a reverse system where the imprinted lines become white and the background becomes colour.

**4) I can design and make a prototype as part of a group.*** I can review, evaluate and modify ideas in the design process.
* I can work as part of a group and consider the ideas of others when considering a final design.
* I can review the final product as part of a team, taking part in discussion.

**5) I can critically analyse a well known piece of art work.*** I can say what I like or dislike about the piece of art work.
* I can comment on the elements used in the piece and how these achieve a particular effect.
* I can comment on whether I would take use some elements of the art work in my own creations and explain why.

**6) I can evaluate and reflect on my work.*** I can say what I like about my work and if there is something I would do differently next time.
* I can reflect on the outcome of my work and discuss if the outcome was as I intended.

I can use feedback to make any potential amendments to my work. | CLASS PROJECT – ADAPTABLE TO PLANNING |