Rushbury C of E Primary School

Art and Design/Design and Technology Curriculum Progression

Curriculum Area	Ticklerton		Gretton	Stanway
	ELG	**National Curriculum**	**National Curriculum**	
Art and Design	**Expressive Arts and Design** Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	To use a range of materials creatively to design and make products. To use drawing, painting and 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	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	
Design and Technology	**Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery.	When designing and making, pupils should be taught to: **Design** .design purposeful, functional, appealing products for themselves and other users based on design criteria .generate, develop, model and communicate their ideas through talking, drawing,	When designing and making, pupils should be taught to: **Design** .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-	

	• Begin to show accuracy and care when drawing.	templates, mock-ups and, where appropriate, information and communication technology **Make** .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 **Evaluate** .explore and evaluate a range of existing products .evaluate their ideas and products against design criteria **Technical knowledge** .build structures, exploring how they can be made stronger, stiffer and more stable .explore and use mechanisms in their products.	sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** .select from and use a wider range of tools and equipment to perform practical tasks 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 **Evaluate** .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 **Technical knowledge** .apply their understanding of how to strengthen, stiffen and reinforce more complex structures .understand and use mechanical systems in their products. .understand and use electrical systems in their products. .apply their understanding of computing to program, monitor and control their products.