



Hitherfield Primary School Progression Framework for: Art and Design/Design Technology

| | EYFS: | | Key Stage 1: | | Key Stage 2: | | | |
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| Statutory Framework Objectives | Creating with Materials ELG Children at the expected level of development will: <ul style="list-style-type: none"> • 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 Development Matters statements in bold. | | <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • 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. | | | |
| | Year | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Skill: Developing ideas | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | Start to record simple media explorations in a sketchbook. | <p>Use a sketchbook to plan and develop simple ideas</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work</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>Use a sketchbook to express feelings about a subject</p> <p>Make notes in a sketchbook about techniques used by artists</p> <p>Annotate ideas for improving their work through keeping notes in a sketchbook</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>Express likes and dislikes through annotations</p> <p>Use a sketchbook to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work</p> | <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Keep notes which consider how a piece of work may be developed further</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.</p> | <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Annotate work in sketchbook.</p> |
| Skill: Responding to art | <i>Look and talk about what they have produced, describing simple techniques and media used.</i> | | Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. | Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and | Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between | Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can | Recognise the art of key artists and begin to place them in key movements or historical events. Compare the style of | Discuss and review their own, expressing thoughts and feelings explaining their views. Explore a range of great artists, architects |



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| | | | 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. | similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. | different practices and disciplines, and making links to their own work Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time. | be developed further. Explore a range of great artists, architects and designers in history. | different artists and approaches. | and designers in history. |
| Skill: Drawing | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><i>Drawing takes on more meaning and intention.</i></p> | <p><i>Decide what they are going to draw before they begin.</i></p> <p><i>Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe.</i></p> <p><i>Draw images such as animals, houses, vehicles, trees, plants, flowers and rainbows.</i></p> <p><i>Include details – such as drawing a house with a door, windows, roof and chimney.</i></p> <p><i>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</i></p> <p><i>Start to produce different patterns and textures from observations, imagination and illustrations.</i></p> | <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> | <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Continue to investigate tone by using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending and by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> | <p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p>Create textures and patterns with a wide range of drawing implements.</p> | <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Have opportunities to experiment with drawings featuring the third dimension.</p> <p>Begin to understand and represent human proportions.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> | <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> | <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness</p> |



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| | | | | | | | | of composition, scale and proportion in their paintings. |
| <p>Skill:</p> <p>Painting</p> | <p><i>Enjoy using a variety of tools including different size/size brushes and tools</i></p> <ul style="list-style-type: none"> - Hands - Large paint brushes - Upright easels - Large paper <p>Colour mixing:</p> <p>Explore colour and colour mixing.</p> <p><i>Mix all the colours together and experiment with colour mixing.</i></p> <p><i>Recognise and name the primary colours being used.</i></p> | <p><i>Increasingly complex tools e.g. Smaller paintbrushes, cotton buds/ sticks, twigs, various paints.</i></p> <p><i>Self-selection.</i></p> <p><i>Creating textured paint.</i></p> <p><i>Using different techniques e.g. dabbing, strokes.</i></p> <p>Colour mixing:</p> <p><i>Colour mix with purpose, start to identify colours that combine e.g. red and yellow is orange.</i></p> <p><i>Explore tone through colour mixing.</i></p> <p><i>Mix and match different colours to different artefacts and objects.</i></p> | <p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p> | <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrum. Be able to mix all the secondary colours using primary colours confidently.</p> <p>Investigate textures and produce an expanding range of patterns.</p> | <p>Use a range of brushes to demonstrate increasing control over the types of marks made and experiment with different effects and textures including 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>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash.</p> <p>Express links between colour and emotion.</p> | <p>Show greater control over the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use complimentary and contrasting colours for effect</p> | <p>Confidently 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 and match colours to create atmosphere and effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast.</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>Consider the use of colour for mood and atmosphere</p> |
| <p>Skill:</p> <p>3-D/ Sculpture/ Mixed media</p> | <p><i>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</i></p> <p><i>Enjoy playing with and using a variety of textiles and fabric Decorate a piece of fabric.</i></p> | <p><i>Impress and apply simple decoration.</i></p> <p><i>Cut shapes using scissors and other modelling tools.</i></p> <p><i>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</i></p> | <p>Experiment with a malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways</p> | <p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure</p> <p>Begin to experiment with using line and</p> | <p>Use equipment and media responsibly with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Use a sketchbook to plan, collect and</p> | <p>Work in a safe, organised way, caring for equipment.</p> <p>Confidently use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure</p> <p>Model over an</p> | <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Show experience in combining pinch,</p> | <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Confidently use line and tone in different media to consider shape, shade, pattern and texture.</p> |



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| | | <p><i>Show experience in simple stitch work.</i></p> <p><i>Show experience in simple weaving: paper, twigs.</i></p> <p><i>Show experience in fabric collage: layering fabric.</i></p> <p><i>Use appropriate language to describe colours, media, equipment and textures.</i></p> | <p>including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p> | <p>tone in different media to consider shape, shade, pattern and texture.</p> | <p>develop ideas.</p> <p>Use language appropriate to skill and technique.</p> | <p>armature: mask for papier mache.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Use language appropriate to skill and technique.</p> | <p>slabbing and coiling to produce end pieces.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Use language appropriate to skill and technique.</p> | <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Use language appropriate to skill and technique.</p> |
| <p>Skill:</p> <p>Printmaking</p> | <p><i>Explore printing with increasingly complex tools:</i></p> <ul style="list-style-type: none"> - Sponges, stampers, hands - Pom poms, imprinting in dough, fruit and vegetables - Cotton buds, dabbers | <p><i>Create simple pictures by printing from objects.</i></p> <p><i>Develop simple patterns by using objects, possibly exploring symmetry.</i></p> <p><i>Enjoy taking rubbings: leaf, brick, coin.</i></p> <p><i>Enjoy using stencils to create a picture.</i></p> | <p>Use equipment and media with support to produce a clean image.</p> <p>Explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing (into clay).</p> <p>Use appropriate language to describe tools and processes.</p> | <p>Continue to explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Explore using equipment and media correctly and be able to produce a clean printed image with support.</p> <p>Use printmaking to create a simple mono colour print and repeating pattern.</p> <p>Use appropriate language to describe tools and processes.</p> | <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Use relief printing processes.</p> <p>Ensure sketchbooks are used to record textures and patterns.</p> <p>Make simple mono colour prints and create repeating patterns.</p> <p>Use language appropriate to skill and technique.</p> | <p>Start to overlay colour when printing.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Use language appropriate to skill and technique.</p> | <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Use tools in a safe way.</p> <p>Continue to gain experience in over-laying colours.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Use language appropriate to skill and technique.</p> | <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Confidently and independently use equipment and media correctly and be able to produce a clean printed image.</p> <p>Describe printmaking techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use language appropriate to skill and technique.</p> |
| <p>Skill:</p> <p>Art through Technology</p> | | | <p>Take a self-portrait or a photograph. Use a simple computer paint program to create a picture</p> | <p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p> | <p>Use printed images taken with a digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> | <p>Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint</p> | <p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade.</p> | <p>Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.</p> |



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| | | | | Take photographs and explain their creative vision | | | |
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Progression of skills in Design Technology

| | EYFS: | | Key Stage 1: | | Key Stage 2: | | | |
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| Statutory Framework Objectives | <p>Creating with Materials ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 | | <p>Design</p> <ul style="list-style-type: none"> • 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. <p>Make</p> <ul style="list-style-type: none"> • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products; • evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes; • understand where food comes from. | | <p>Design</p> <ul style="list-style-type: none"> • 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. <p>Make</p> <ul style="list-style-type: none"> • 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. <p>Evaluate</p> <ul style="list-style-type: none"> • 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. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • 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. | | | |
| | Year | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |



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| <p>Skill: Design</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Have own ideas and explain what I want to do.</p> <p>Begin to explain what a product is for and how it will work.</p> <p>Use pictures and some words to plan.</p> <p>Design a product following simple design criteria</p> <p>Research similar existing products</p> | <p>Have own ideas, explain what I want to do and describe how</p> <p>Explain what a product is for and how it will work.</p> <p>Describe design using pictures, words and diagrams, begin to use ICT</p> <p>Design a product following design criteria</p> <p>Choose best tools and materials, and explain choices</p> <p>Use knowledge of existing products to produce ideas</p> | <p>Show design meets a range of requirements</p> <p>Describe purpose of product and explain how product will work</p> <p>Follow a given design criteria</p> <p>Create a plan which shows order, equipment and tools</p> <p>Describe design using an accurately labelled sketch and words</p> <p>Make design decisions Begin to use computers to show design</p> | <p>Show design meets a range of requirements and is fit for purpose</p> <p>Explain how a product will work.</p> <p>Begin to create own design criteria</p> <p>Have at least one idea about how to create a product and suggest improvements for design.</p> <p>Produce a plan and explain it to others</p> <p>Include an annotated sketch</p> <p>Make and explain design decisions considering availability of resources</p> <p>Begin to use computers to show design.</p> | <p>Take a user's view into account when designing</p> <p>Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</p> <p>Create own design criteria</p> <p>Have a range of ideas</p> <p>Produce a logical, realistic plan and explain it to others.</p> <p>Make design decisions considering time and resources.</p> <p>Clearly explain how parts of the product will work.</p> <p>Use computer-aided designs</p> | <p>Use internet and questionnaires for research and design ideas</p> <p>Identify features of design that will appeal to the intended user</p> <p>Create own design criteria and specification</p> <p>Come up with innovative design ideas</p> <p>Follow and refine a logical plan.</p> <p>Use annotated sketches and diagrams</p> <p>Make design decisions, considering, resources and cost</p> <p>Clearly explain how parts of design will work, and how they are fit for purpose</p> <p>Use computer-aided designs</p> |
| <p>Skill: Make</p> | <p>Join different materials and explore different textures.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Explain what I'm making and why</p> <p>Consider what I need to do next</p> <p>Select tools/ equipment to cut, shape, join, finish and explain choices</p> <p>Measure, mark out, cut and shape, with support</p> <p>Choose suitable materials and explain choices</p> | <p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/ components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> | <p>Select suitable tools/equipment, explain choices; begin to use them accurately</p> <p>Select appropriate materials, fit for purpose.</p> <p>Work through a plan in order</p> <p>Begin to measure, mark out, cut and shape materials/ components with some accuracy</p> | <p>Select suitable tools and equipment, explain choices in relation to required techniques and use accurately</p> <p>Select appropriate materials, fit for purpose; explain choices</p> <p>Work through a plan in order.</p> <p>Realise if product is going to be good quality</p> | <p>Use selected tools/ equipment with good level of precision</p> <p>Produce suitable lists of tools, equipment/ materials needed</p> <p>Select appropriate materials, fit for purpose; explain choices, considering functionality</p> <p>Create and follow detailed step- by-step plan</p> <p>Explain how product</p> | <p>Use selected tools and equipment precisely</p> <p>Produce suitable lists of tools, equipment, materials needed, considering constraints</p> <p>Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics</p> <p>Create, follow, and</p> |



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| | | | <p>Try to use finishing techniques to make product look good</p> <p>Work in a safe and hygienic manner</p> | <p>Describe which tools I'm using and why</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good</p> <p>Work safely and hygienically</p> | <p>Begin to assemble, join and combine materials and components with some accuracy</p> <p>Begin to apply a range of finishing techniques with some accuracy</p> | <p>Measure, mark out, cut and shape materials/components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy</p> <p>Apply a range of finishing techniques with some accuracy</p> | <p>will appeal to an audience</p> <p>Mainly accurately measure, mark out, cut and shape materials/components</p> <p>Mainly accurately assemble, join and combine materials/components</p> <p>Mainly accurately apply a range of finishing techniques</p> <p>Use techniques that involve a small number of steps</p> <p>Begin to be resourceful with practical problems</p> | <p>adapt detailed step-by-step plans</p> <p>Explain how product will appeal to audience; make changes to improve quality</p> <p>Accurately measure, mark out, cut and shape materials/components</p> <p>Accurately assemble, join and combine materials/components</p> <p>Accurately apply a range of finishing techniques</p> <p>Use techniques that involve a number of steps</p> <p>Be resourceful with practical problems</p> |
| <p>Skill:</p> <p>Evaluate</p> | <p><i>Look and talk about what they have produced, describing simple techniques and media used.</i></p> | <p><i>Look and talk about what they have produced, describing simple techniques and media used.</i></p> | <p>Talk about my work, linking it to what I was asked to do</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used</p> <p>Talk about existing products, and say what is and isn't good</p> <p>Talk about things that other people have made</p> <p>Begin to talk about what could make product better</p> | <p>Describe what went well, thinking about design criteria</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</p> <p>Evaluate how good existing products are</p> <p>Talk about what I would do differently if I were to do it again and why</p> | <p>Look at design criteria while designing and making</p> <p>Use design criteria to evaluate finished product</p> <p>Say what I would change to make design better</p> <p>Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</p> <p>Begin to understand by whom, when and where products were designed</p> | <p>Refer to design criteria while designing and making</p> <p>Use criteria to evaluate product</p> <p>Begin to explain how I could improve original design</p> <p>Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>Discuss by whom, when and where products were designed</p> <p>Research whether</p> | <p>Evaluate quality of design while designing and making</p> <p>Evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>Test and evaluate final product</p> <p>Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>Research how sustainable materials are</p> | <p>Evaluate quality of design while designing and making; is it fit for purpose?</p> <p>Keep checking design is the best it can be.</p> <p>Evaluate ideas and finished product against specification, stating if it's fit for purpose</p> <p>Test and evaluate final product; explain what would improve it and the effect different resources may have had</p> <p>Do thorough evaluations of existing products considering: how well they've been</p> |



Hitherfield Primary School Progression Framework for: Art and Design/Design Technology

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| | | | | | Learn about some inventors/designers/engineers/chefs/manufacturers of ground- breaking products | products can be recycled or reused Know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products | Talk about some key inventors/designers/engineers/chefs/manufacturers of ground- breaking products | made, materials, whether they work, how they've been made, fit for purpose Research and discuss how sustainable materials are Consider the impact of products beyond their intended purpose Discuss some key inventors/designers/engineers/chefs/manufacturers of ground- breaking products |
| <p>Skill:</p> <p>Technical skills/ knowledge</p> | <p>Cutting: <i>Ripping with hands</i></p> <p><i>Begin to use a scissor grip but not secure</i></p> <p>Joining: <i>Glue (PVA or glue stick)</i></p> <p><i>Sellotape</i></p> <p><i>Begin to join flat surfaces successfully</i></p> | <p>Cutting: <i>Scissors</i></p> <p><i>Shaped scissors</i></p> <p><i>Confident use of scissors e.g. cutting out a shape, sticking to a line</i></p> <p><i>Use more complex cutting tools e.g. Stanley knife, etc while supervised</i></p> <p>Joining: <i>Join surfaces of different shapes: tape, bands, stitching, paperclips, staples, tags, hole punch</i></p> <p><i>Combine resources.</i></p> <p><i>Develop joining techniques, e.g. Tabs for glueing and hinges</i></p> | <p>Begin to measure and join materials, with some support</p> <p>Describe differences in materials</p> <p>Suggest ways to make material/product stronger</p> <p>Measure, cut and manipulate textiles to make a product, with some support</p> <p>Choose suitable textiles</p> | <p>Begin to understand how to use wheels and axles</p> <p>Measure textiles</p> <p>Join textiles together to make a product, and explain how I did it</p> <p>Carefully cut textiles to produce accurate pieces</p> <p>Explain choices of textile</p> <p>Understand that a 3D textile structure can be made from two identical fabric shapes</p> | <p>Use appropriate materials</p> <p>Work accurately to make cuts and holes</p> <p>Join materials</p> <p>Begin to make strong structures</p> <p>Select appropriate tools / techniques</p> <p>Alter product after checking, to make it better</p> <p>Begin to try new/different ideas</p> | <p>Measure carefully to avoid mistakes</p> <p>Attempt to make product strong</p> <p>Continue working on product even if original didn't work</p> <p>Make a strong, stiff structure</p> <p>Explain how to join things in a different way to strengthen structures</p> <p>Select most appropriate tools / techniques</p> <p>Explain alterations to product after checking it</p> <p>Grow in confidence about trying new / different ideas</p> | <p>Select materials carefully, considering intended use of product and appearance</p> <p>Explain how product meets design criteria</p> <p>Measure accurately enough to ensure precision</p> <p>Ensure product is strong and fit for purpose</p> <p>Begin to reinforce and strengthen a 3D frame</p> <p>Think of a range of ways to join things</p> <p>Refine product after testing</p> <p>Grow in confidence about trying new / different ideas</p> <p>Begin to use cams to create movement</p> | <p>Select materials carefully, considering intended use of the product, the aesthetics and functionality.</p> <p>Explain how product meets design criteria</p> <p>Refine product after testing, considering aesthetics, functionality and purpose</p> <p>Incorporate hydraulics and pneumatics</p> <p>Be confident to try new / different ideas</p> <p>Think about user's wants/needs and aesthetics when choosing textiles</p> <p>Make product attractive and strong</p> <p>Use a range of joining techniques</p> |



Hitherfield Primary School Progression Framework for: Art and Design/Design Technology

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| <p>Skill:</p> <p>Cooking and Nutrition</p> | <p>Link with PSED and Science</p> <p>Talk about the differences between materials and changes they notice.</p> <p><i>Cooking – combining different ingredients, and then cooling or heating (cooking) them</i></p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Manage their own needs - personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: including healthy eating</p> | <p>Describe textures</p> <p>Wash hands & clean surfaces</p> <p>Think of interesting ways to decorate food</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>Discuss how fruit and vegetables are healthy</p> <p>Cut, peel and grate safely, with support</p> | <p>Explain hygiene and keep a hygienic kitchen</p> <p>Describe properties of ingredients and importance of varied diet</p> <p>Say where food comes from (animal, underground etc.)</p> <p>Describe how food is farmed, home-grown, caught</p> <p>Draw eat well plate; explain there are groups of food</p> <p>Describe “five a day”</p> <p>Cut, peel and grate with increasing confidence</p> | <p>Carefully select ingredients</p> <p>Use equipment safely</p> <p>Make product look attractive</p> <p>Think about how to grow plants to use in cooking</p> <p>Begin to understand food comes from UK and wider world</p> <p>Describe how healthy diet= variety/balance of food/drinks</p> <p>Explain how food and drink are needed for active/healthy bodies.</p> <p>Prepare and cook some dishes safely and hygienically</p> <p>Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> | <p>Explain how to be safe/hygienic</p> <p>Understand ingredients can be fresh, pre-cooked or processed</p> <p>Begin to understand about food being grown, reared or caught in the UK or wider world</p> <p>Describe eat well plate and how a healthy diet=variety / balance of food and drinks</p> <p>Explain importance of food and drink for active, healthy bodies</p> <p>Prepare and cook some dishes safely and hygienically</p> <p>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> | <p>Explain how to be safe / hygienic and follow own guidelines</p> <p>Present product well - interesting, attractive, fit for purpose</p> <p>Begin to understand seasonality of foods</p> <p>Understand food can be grown, reared or caught in the UK and the wider world</p> <p>Describe how recipes can be adapted to change appearance, taste, texture, aroma</p> <p>Explain how there are different substances in food / drink needed for health</p> <p>Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> | <p>Understand a recipe can be adapted by adding / substituting ingredients</p> <p>Explain seasonality of foods</p> <p>Name some types of food that are grown, reared or caught in the UK or wider world</p> <p>Adapt recipes to change appearance, taste, texture or aroma.</p> <p>Describe some of the different substances in food and drink, and how they can affect health</p> <p>Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> |
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