

Curriculum Overview – Art, Design and Technology

Year group	Term	NC Objectives	Key Skills, Knowledge and Vocabulary
Year 1	Autumn Term	<p>Design and Technology</p> <ul style="list-style-type: none"> Design purposeful and functional, products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock-ups Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. 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. <p>Art</p> <p>Drawing</p> <ul style="list-style-type: none"> To use drawing, to develop and share their ideas, experiences and imagination. About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Vocabulary; design, purpose, product, function, materials, evaluate</p> <p><i>Suggested Activity; Design and make an item which can be used in the kitchen garden to carry garden waste/produce. E.g. trugs/wheelbarrows.</i></p> <p>Skills and Knowledge; Evaluate designs already available Generate and develop own design through drawing Select items which can be used to make design and appropriate tool. Make design and evaluate against initial drawing.</p> <p>Vocabulary; Line, shape</p> <p><i>Suggested Activity; Drawing items from observation and memory</i> <i>Study of Artist;</i></p> <p>Skills and Knowledge; Use control when holding a pencil Use lines to create images from observation and memory</p>
	Spring Term	<p>Design and Technology</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>Art</p> <p>Sculpture</p> <ul style="list-style-type: none"> To use sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Vocabulary; To know names of seasonal vegetables and fruits grown in the kitchen garden, seasonal, seed, seedling, germinate.</p> <p><i>Suggested Activity; Children to use items grown in the kitchen garden to create a savoury dish.</i> <i>Visit to a kitchen. E.g.; Waitrose</i></p> <p>Skills and Knowledge; To be able to create a savoury dish which could be replicated at home using seasonal produce from the garden. To be able to use kitchen tools safely.</p> <p>Vocabulary;</p> <p><i>Suggested Activity; Children to visit Nature in Art to attend a sculpture workshop.</i></p> <p>Skills and Knowledge;</p>

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			<p>To use materials to be able to share ideas from imagination in the form of sculpture.</p> <p>To learn about artists who use sculpture to express ideas related to food or nature.</p>
Summer Term	<p>Design and Technology</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 and mock-ups 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 textiles according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Art</p> <p>Painting</p> <ul style="list-style-type: none"> To use painting 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 describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Vocabulary; design, purpose, product, function, fabric, materials, needle, thread, stab stitch, running stitch, back stitch, evaluate</p> <p><i>Suggested Activity; Children to design and make an item which can be used in the kitchen garden and is fit for purpose. E.g.; kneeler.</i></p> <p>Skills and Knowledge; Evaluate designs already available Generate and develop own design through drawing Select textiles which can be used to make design. Learn to stitch fabric using stab stitch, running stitch or back stitch. Make design and evaluate.</p> <p>Vocabulary; Line, shape, colour, primary colours, secondary colours, warm and cool colours</p> <p><i>Suggested Activity; Painting designs which could be used on garden accessories. Inspired by the work of artists who have used the natural world in their designs. E.g.; Kath Kidston, Orla Kiely, William Morris. Both modern and historical designers to be explored.</i></p> <p>Skills and Knowledge; Make repeated patterns using paint in abstract or naturalistic. Use sketchbooks to develop ideas. Consider use of space. Mix colours to translate images onto medium, e.g. fabric or canvas or paper. Describe similarities and differences of artists work.</p>	

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Year 2	Autumn Term	<p>Design and Technology</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 and mock-ups 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. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Art</p> <ul style="list-style-type: none"> Sculpture To use sculpture to develop and share their ideas, experiences and imagination. <p><i>Focus – visiting artist / artist in residence.</i></p>	<p>Vocabulary; Product, functional, appealing, design, criteria, drawings, mock-ups, materials, tools, cutting, joining and finishing.</p> <p><i>Suggested Activity; making nest boxes out of a range of materials including wood.</i></p> <p>Skills and Knowledge; Be able to generate a design from existing products. Be able to select appropriate materials to create design. To use a wide range of materials including wood to create nest boxes. To use a wide range of materials including saws, glue, hammers and tacks to join materials together.</p> <p>Vocabulary; Sculpture, form, design</p> <p><i>Suggested Activity; Create sculptures to be displayed in the school gallery. Taking everyday items and making them into sculptures e.g. shoe, shopping trolley, colander, toilet etc.</i></p> <p>Skills and Knowledge;</p> <ul style="list-style-type: none"> Explore joining techniques and possible materials needed to create own sculpture e.g. wrapping, threading, hole punching, knotting etc.
Spring Term		<p>Design and Technology</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 and mock-ups 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 textiles according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Art</p> <p>Painting</p> <ul style="list-style-type: none"> To use painting 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 describing the differences and 	<p>Vocabulary; design, purpose, product, function, materials, needle, thread, stab stitch, running stitch, back stitch, evaluate</p> <p><i>Suggested Activity; Children to design and make an item which can be used in the kitchen garden and is fit for purpose. E.g.; Apron or gloves</i></p> <p>Skills and Knowledge; Evaluate designs already available Generate and develop own design through drawing Select textiles which can be used to make design. Learn to stitch fabric using running stitch or back stitch. Make design and evaluate.</p> <p>Vocabulary; Colour, texture, abstract</p> <p><i>Suggested Activity; To create abstract art using inspiration from the focus artists.</i></p>

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	<p>similarities between different practices and disciplines, and making links to their own work.</p> <p><i>Focus – Abstract Art.</i></p> <p><i>Piet Mondrian, Jackson Pollock and Mark Rothko.</i></p>	<p>Skills and Knowledge; Mix colours to own specification. Children to use paint to incorporate texture into their painting.</p>
Summer Term	<p>Design and Technology</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>Art</p> <p>Drawing</p> <p>To use drawing, to develop and share their ideas, experiences and imagination.</p> <p><i>Focus – illustration.</i></p> <p>About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p><i>Focus – Quentin Blake & Chris Riddell.</i></p>	<p>Vocabulary; To know names of seasonal vegetables and fruits grown in the kitchen garden, seasonal, seed, seedling, germinate. Diet, fruit and vegetables, dairy, carbohydrates, proteins, vitamins and minerals,</p> <p><i>Suggested Activity; Children to use items grown in the kitchen garden to create a savoury dish.</i> <i>Visit to support learning. E.g. Supermarket</i></p> <p>Skills and Knowledge; To be able to create a savoury dish which could be replicated at home using seasonal produce from the garden. To be able to use kitchen tools safely.</p> <p>Vocabulary; Line, shape, highlight</p> <p><i>Suggested Activity; Children to illustrate a story, poem or non fiction text.</i> <i>Use the work of well-known illustrators e.g.; Chris Riddell and Quentin Blake to inspire children's own art work.</i></p> <p>Skills and Knowledge; Use control when holding a pencil Use lines to create images from memory To add detail to line drawings. To develop a sense of perspective when drawing images.</p>

Architects and architecture will be studied through other units e.g. on a visit to Gloucester Cathedral, talk about the architect. Make use of 13 Great architects book.

Year 3	Autumn Term	<p>Design and Technology</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products (gears, levers and linkages). • Develop, model and communicate ideas through discussion and computer aided design. • Apply their understanding of computing to programme, monitor and control their products. 	<p>Vocabulary; Gears, levers, linkages, CAD design, effort, beam, fulcrum, load.</p> <p><i>Suggested Activities;</i> <i>Use Lego; Simple Machines to create machines which use levers and gears in their construction.</i> <i>See gears, levers and linkages in action e.g.; GWRS railway.</i></p>
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	<ul style="list-style-type: none"> Understand how key events in Design and Technology have helped shape the world. <p>Art To improve their mastery of art and design technique – painting – landscapes.</p>	<p>Skills and Knowledge; As outlined in the NC Objectives.</p> <p>Vocabulary: Tone, shade, brush, stroke, mix, lighten, darken, perspective, background, foreground.</p> <p><i>Suggested activity: walk up Leckhampton hill and take photographs. Look at composition of landscapes. Create own landscape from photograph.</i></p> <p>Skills and knowledge: To mix and match colour (to create pallets to match images) To lighten and darken tones using black and white. To experiment with paint (might be water colour), exploring intensity of colour to develop shades.</p>
Spring Term	<p>Art To learn about great artists in history.</p>	<p>Vocabulary Artist, observation, compare, contrast, similarity, difference, technique, style, historical, influence, inspiration.</p> <p>Key skills Use sketchbooks to record drawings from observation. Use a variety of brushes and experiment with ways of marking with them. Experiment with watercolour. Compare and contrast different artists, their work and the significance of their art work.</p> <p>Suggested activities: Use two books '13 Artists Every Child Should Know' and '13 Paintings Every Child Should Know.' From the painting book, the children should have the opportunity to choose three paintings to study in more detail and then create art work inspired by this painting using any media.</p>
Summer Term	<p>Design and Technology</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 and annotated sketches. Investigate and analyse a range of existing products. Understand and apply the principles of a healthy and varied diet 	<p>Vocabulary; market audience, packaging, appealing, design, seasonality, rearing, processing.</p> <p>Suggested Activities; <i>Utilising produce grown in school grounds, where possible, pupils develop a savoury dish.</i> <i>Packaging and label design is explored and pupils design packaging/labels for own product.</i></p>

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	<ul style="list-style-type: none"> 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. <p>Art To improve their mastery of art and design techniques.</p>	<p><i>Visit a working farm to learn how animals are reared and cared for. E.g. Glos City Farm. Learn where food comes from.</i></p> <p>Skills and Knowledge; To understand that products are designed to appeal to a target audience and labels and packaging serve a number of purposes. To design own label and packaging for savoury item. Understand seasonality and begin to understand where food comes from.</p> <p>Vocabulary Sculpture, clay, design, join, artist, sculpture.</p> <p>Skills and Knowledge To investigate ways of joining clay, incorporate detail and texture.</p> <p>Suggested Activities Clay sculptures inspired by the work of Barbara Hepworth.</p>
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Year 4	Autumn Term	<p>Design and technology</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. • 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 and prototypes. • 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. 	<p>Vocabulary; To know names of seasonal vegetables and fruits grown at this time of year. Balanced diet, fruit and vegetables, dairy, carbohydrates, proteins, vitamins and minerals, seasonality, rearing, processing. Begin to learn a range of cooking techniques.</p> <p>Design, criteria, brief, innovative, aesthetics, appealing, functional.</p> <p>Suggested Activities;</p> <ol style="list-style-type: none"> 1. <i>Develop a savoury dish using a list of seasonal ingredients. Utilise a professional kitchen, e.g. Gloucestershire International School.</i> 2. <i>Look at how everyday items are used in the home and how design has changed over time. E.g.; kitchen items. Design and make own high quality item based on research. E.g. work with Eastnor Pottery to create own kitchen item from pottery.</i> <p>Skills and Knowledge;</p> <ol style="list-style-type: none"> 1. To begin to build a repertoire of simple recipes which can be applied in a variety of savoury dishes, e.g. tomato sauce for pasta or meats. To know where food comes from and the idea of using seasonal foods to cook with. 2. Evaluate designs already available. Generate and develop own design through drawing. Make design and evaluate.
Spring Term	Spring Term	<p>Art To learn about great artists in history.</p>	<p>Vocabulary Artist, observation, compare, contrast, similarity, difference, technique, style, historical, influence, inspiration.</p> <p>Skills and Knowledge Begin to experiment with colour to create more abstract colour palettes. Exploring complementary and contrasting colours. Use of different types of paint: poster, powder, watercolour.</p> <p>Suggested activities Start by visiting National Gallery and identifying paintings by great artists. Use these great artists and their artwork to inspire their own painting.</p>

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	<p>Summer Term</p> <p>Design and Technology</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, cross-sectional and exploded diagrams, prototypes and computer-aided design. • Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. • 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>Art To improve their mastery of art and design techniques.</p>	<p>Vocabulary; Gears, levers, linkages, cams, pulleys, series circuits, CAD design</p> <p><i>Suggested Activities;</i> <i>Use Lego; We Do construction to deliver NC objectives.</i></p> <p>Skills and Knowledge; As outlined in the NC Objectives.</p> <p>Vocabulary Portrait, camera, photography, composition, light, shadow, aperture, focus, camera parts.</p> <p>Skills and Knowledge To understand photo composition. To be able to use a range of media to create a piece of art.</p> <p>Suggested activities Children to look at photography portraits, set up a scene that conveys something about them, take photo, print and then add mixed media to create a piece of artwork.</p>
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Year 5	Autumn Term	<p>Design and Technology</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 and pattern pieces. • 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 textiles, 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. <p>Art To improve their mastery of art and design techniques – drawing.</p>	<p>Vocabulary; design, purpose, product, function, templates, patterns, to know a range of textile names and methods of joining textiles including sewing.</p> <p><i>Suggested Activity; Look at how textiles have been used over time. Design an item of clothing made from a pillow case. Evaluate and improve item. Showcase items to a wider audience.</i></p> <p>Skills and Knowledge; Evaluate designs already available Generate and develop own design through drawings and creating templates/patterns. Select textiles which can be used to make design. Use a range of joining techniques to make design. Evaluate.</p> <p>Vocabulary Design, proportion, cross hatching, side strokes, shading, perspective.</p> <p>Skills and Knowledge To sketch for a purpose.</p> <p>Suggested Activity Look at iconic British fashion design drawing and how this has changed over time. Create a design for a fashion piece into sketch books. E.g. Alexander McQueen, Mary Quant, Vivienne Westwood, Stella McCartney.</p>
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Spring Term	<p>Design and Technology</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. • 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 stiffen, strengthen and reinforce more complex structures. 	<p>Vocabulary; Product, functional, appealing, design, criteria, drawings, mock-ups, materials, tools, cutting, joining and finishing.</p> <p>Suggested Activity; <i>Look at ways of upcycling and reusing items to build containers/structures which can be used in the kitchen garden. Use a range of materials which must be fit for purpose and must be aesthetically pleasing.</i></p> <p>Skills and Knowledge; Be able to generate a design from existing products. Be able to select appropriate materials to create an innovative and interesting design which will withstand weather conditions. The item must last for a minimum of 2 years.</p>
Summer Term	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Vocabulary Use of previous terminology associated with art and design.</p> <p>Skills and knowledge</p> <p>Suggested activity <i>Messages through art – study artist's work. Create our own piece of art (working individually or collaboratively) that has a message using collage, installation, photography, video, painting. E.g. Banksy, Damien Hirst.</i></p>
Year 6	<p>Design and Technology</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 and prototypes. • Investigate and analyse a range of existing products. 	<p>Vocabulary; Product, functional, appealing, design, criteria, drawings, cross sectional, exploded diagrams, mock-ups.</p> <p>Suggested Activity; <i>Look at ways in which individuals lifestyles and values affects products and design in the home. School visit to see this in action. E.g. Ikea</i></p>

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	<ul style="list-style-type: none"> 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 and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. <p>Understand and use electrical systems in their products; bulbs, buzzers and motors].</p> <p>Art Painting and Drawing</p> <p>To use sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint-water colour, acrylic etc...]</p> <p>To be taught about great artists and designers in history</p>	<p>Developing a moving vehicle. Look at ways in which climate change has impacted on design and see this in action. See internal workings of vehicles. Request vehicle company to bring a vehicle or two into school-playground-and discuss with the children the features of vehicle and how design has been affected by climate change.</p> <p>Skills and Knowledge; To be able to describe ways in which individual's lifestyles and values affects products and design in the home. To know how environmental change has impacted upon design. To be able to use and apply design and construction components to design and make a wheeled vehicle.</p> <p>Vocabulary: focal point, horizon, foreground, middle ground, background, hue, tint, tone, shades, texture, complimentary, contrasting, tertiary, lines, marks, forms, contour hatching, random hatching, scumbling,</p> <p>Suggested Activity: <i>Sketchbook work: research Artists that inspire them, collect images to support their ideas.</i> <i>Study key artists (Van Gogh, Mike Bell, David Hockney and Japanese art) examine and explore their techniques</i></p> <p>Skills and knowledge: Draw from direct observation. Use simple perspective in work such as a single focal point, horizon. Focus on foreground, middle ground, background. Explore and experiment with a range of techniques and media to begin to develop a style of their own (including pen and ink, Japanese wet on wet, wet on dry techniques, watercolours, creating texture by adding salt, sand etc...). Critically evaluate their work and the work of others.</p>
Spring Term	<p>Art Painting and Drawing</p> <ul style="list-style-type: none"> to use sketch books to record their observations and use them to review 	<p>Vocabulary: focal point, horizon, foreground, middle ground, background, hue, tint, tone, shades, texture complimentary, contrasting, tertiary, lines, marks, forms, contour hatching, random hatching, scumbling,</p>

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	<ul style="list-style-type: none"> and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint-water colour, acrylic etc...] to be taught about great artists and designers in history 	<p>Suggested Activity: <i>Children to produce their own final piece-a landscape painting-of a place that has inspired them or that is special to them demonstrating their own style and techniques.</i> <i>They choose their media, their paper and the scale of their painting.</i></p> <p>Skills and knowledge: Develop an awareness of composition, scale and proportion in their paintings. Adapt and refine work, analysing and commenting on ideas, methods and approaches used.</p>
Summer Term	<p>Design and technology</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 <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Art Textiles</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>Vocabulary; To be able to use and apply vocabulary from previous years and to build a growing vocabulary relating to food and cooking.</p> <p>Suggested Activity; <i>Visit a kitchen to develop and make own savoury dishes using seasonal ingredients.</i> <i>Develop a cookbook of savoury dishes to keep for future reference.</i></p> <p>Skills and Knowledge; To have a growing repertoire of savoury dishes, which can be cooked from a recipe, using familiar ingredients. To have developed a love and enjoyment for cooking savoury dishes which are nutritious and tasty.</p> <p>Vocabulary; Specific arts and craft vocabulary linked to techniques studied.</p> <p>Suggested Activity; Is it craft or is it art? Explore different techniques, inviting local artists in to discuss their artwork and craft.</p> <p>Skills and Knowledge; Art and craft specific knowledge.</p>