

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Early Years: Art: Children use pencils, pastels and a range of tools to paint, collage and sculpt DT: Using recyclable materials to construct 3d models.					
Nursery	<ul style="list-style-type: none"> <li>Children explore a range of textures, materials and different forms of media.</li> <li>Self Portraits-using crayons, paint, collage materials and a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>EAD- Explore rhythm and create responses to music.</li> <li>Can learn simple songs and nursery rhymes</li> </ul> Christmas Performance.	<ul style="list-style-type: none"> <li>Children use media and materials to express an idea they want to represent.</li> <li>Uses role-play materials to retell and create simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>Explore music: Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools like scissors, pencils, paintbrushes, etc., to help them create</li> </ul>	<ul style="list-style-type: none"> <li>Can introduce a storyline into their play.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Can select appropriate resources and adapts work where necessary.</li> <li>Children can select their own tools needed to shape, assemble and join materials they are using.</li> </ul>
Reception	<p><b>Skills:</b> Can safely use and explore a variety of materials, tools</p> <ul style="list-style-type: none"> <li>Children use various techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Outcome:</b> Children to draw and paint their own self-portrait using paint.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Will share their creations and can explain the process they have used.</li> </ul> <p><b>Outcome:</b> Children to create their own 3d models of emergency vehicles.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Can invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Can sing a range of well-known nursery rhymes and songs.</li> <li>Collage using Matisse as a stimulus</li> </ul> <p><b>Outcome:</b> Children create their own superheroes, monsters and fictional characters using paint, collage and 3d construction.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Outcome:</b> Children make their own fairy tale masks, puppets and bake gingerbread man.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Paint dripping using Jack Polluck as a stimulus</li> </ul> <p><b>Outcome:</b> Children create their own dinosaurs using paint and collage materials.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create with a purpose explaining the process</li> <li>Makes choices about the materials, tools and methods that they use.</li> </ul> <p><b>Outcome:</b> Constructing 3d models of animals.</p>

**Art – Drawing: Self Portraits**

**Formal elements:** Line, shape, proportion

**Skills:**

- Enjoys making marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered.
- Will work spontaneously expressively using marks, lines and curves
- Can hold and use pencils - using them with some dexterity and control to investigate marks and represent their observations with purpose/intention

Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame

**Outcome:** Children to create their own self-portrait using pencil



**Art – Painting: Colour Theory & Kandinsky**

**Formal elements:** Line, colour, shape

**Skills:**

- Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques
- Can investigate, experiment and apply colour for purposes to represent different ideas, feelings and moods

Can use colour and painting skills to create or suggest a place, a time or a season

**Outcome:** Children to paint their own Kandinsky style paintings



**DT – Construction: Vehicles Construction**

**Formal elements:** Designing, making, evaluating

**Skills:**

- The simple working characteristics of materials and components
- The movement of simple mechanisms such as levers, sliders, wheels and axles
- The correct technical vocabulary for the projects they are undertaking

**Art – Sculpture/3D work: Sculpture – Alberto Giacometti**

**Formal elements:** Form, texture

**Skills:**

- Pupils can make different kinds of shapes.
- Pupils can shape materials such a clay.
- Pupils can add texture using tools.
- Pupils can describe what they can see and like in the work of another artist.
- Pupils can ask sensible questions about a piece of art.

**Outcome:** Children to construct and decorate their own pictures

**DT – Construction: Designing and making a picture with multiple moving parts**

**Formal elements:** Designing, making, evaluating

**Skills:**

- Explore and evaluate an existing product
- Explore and use mechanisms (levers and sliders) in their own products
- Select from a range of tools and materials
- Use a range of tools to perform practical tasks (e.g., Use scissors with accuracy)
- Generate, develop, model, and communicate their ideas through talking and generating product examples
- Evaluate their final design against their plan

**Outcome:** Children create their own sculptures, using natural materials



**DT –Fruit kebabs (food)**

**Formal elements:** Designing, making, evaluating

**Skills:**

- Understand where food comes from
- Understand that fruit makes up part of a healthy diet
- Be able to use tools safely (when chopping fruit)
- Be able to plan their own fruit kebab
- Be able to follow their plan
- Be able to evaluate their completed outcome suggesting improvements as appropriate



**Art – Painting: Self-portraits**

**Formal elements:** Line, shape, colour, proportion  
**Key artist:** Holbein  
**Art history:** Renaissance/Baroque  
**Skills: Drawing techniques:**

- Uses line to represent objects seen, remembered or imagined
- Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques
- Can draw carefully in line from observations, recording shapes and positioning all marks/features with some care

**Painting competencies:**

- Can investigate mark-making using thick brushes, sponge brushes for particular effects
- Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood
- Can use colour and painting skills and apply surface techniques to create or suggest a place or time

**Art History:**

- Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work
- Can use their consideration of artist's work to improve their own
- Can learn about 'how to' from studying other artist's work
- Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work

**Outcome:** Self-portraits in the style of royal portraits



**Art – Landscapes (Collage and Painting):**

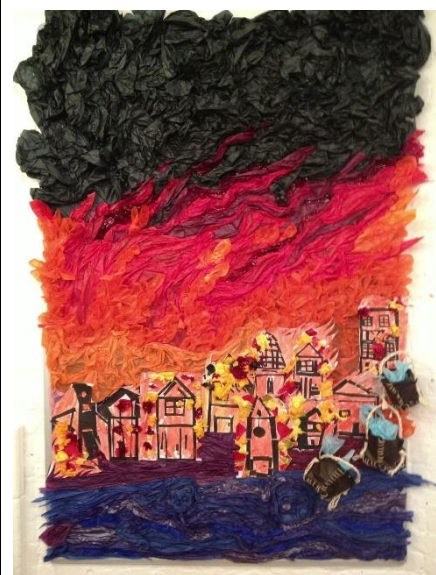
**Formal elements:** Colour, shape, texture, form  
**Skills: Collage**

- Can select materials with thought considering content, shape, surface and texture
- Can select, sort and modify by, cutting, tearing with care before adding other marks to represent an idea
- Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth
- Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions
- Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea

**Painting:**

- Can investigate mark-making using thick brushes, sponge brushes for particular effects
- Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood

**Outcome:** London landscapes



**Art/DT – Textiles: Puppets**

**Formal elements:** Colour, texture, shape, form  
**Skills:**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing and template
- 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.
- Use the correct technical vocabulary for the projects they are undertaking
- Know that a 3-D textiles product can be assembled from two identical fabric shapes
- Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work
- Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons

**Outcome:** Children to make planet-themed puppets

**Art – Painting and Drawing: Landscapes**

**Formal elements:** Line, shape, tone and proportion  
**Key artist:** Henri Rousseau  
**Skills:**

- Pupils can use a viewfinder to focus on a specific part of an image before drawing it.
- Pupils can use three different grades of pencil in their drawing.
- Pupils can mix and match colours and predict the outcomes.
- Pupils can mix their own brown.
- Pupils can make tints by adding white and can make tones by adding black.
- Pupils can link colours to natural objects.
- Pupils can say how other artists have used the formal elements.
- Pupils can create a piece of work in response to another artist's work.
- Pupils can demonstrate their ideas in their sketchbooks.
- Pupils can annotate their ideas in their sketchbooks.

**Outcome:** Paint my own piece of Henri Rousseau inspired artwork



**DT – Pot plant holder**

**Formal elements:** Designing, making, evaluating  
**Skills:**

- Explore and evaluate a range of existing products
- Use a range of materials and components to generate a product
- Use weaving to make a structure more stable
- Select from a range of textiles
- Evaluate their completed products against the initial design brief



**Art – Printing: Printing (Esther Mahlangu inspired)**

**Formal elements:** Designing, making, evaluating  
**Skills:**

- Pupils can print onto paper with sponges, vegetables and fruit.
- Pupils can create a repeating pattern.
- Pupils can print using different colours.
- Pupils can create their own relief block.
- Pupils can say how other artists have used the formal elements.
- Pupils can create a piece of work in response to another artist's work.
- Pupils can demonstrate their ideas in their sketchbooks.
- Pupils can annotate their ideas in their sketchbooks.

**Outcome:** Pupils create their own print inspired by Esther Mahlangu.





**Art – Drawing: Self Portraits**

**Formal elements:** Line, shape, tone, proportion  
**Skills:**  
 · Explores shading, using different media to achieve a range of light and dark tones, black to white  
 · Draws familiar things from different viewpoints and combines images to make new images  
 · Uses line, tone, shape and mark with care to represent things seen, imagined or remembered  
 · Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance  
 · Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame  
 · Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective  
**Outcome:** Children to create their own self-portraits using pencil



**DT - Food: Biscuits**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 - How to use learning from science to help design and make products  
 - How to use learning from mathematics to help design and make products  
 - That materials have both functional properties and aesthetic qualities  
 - The correct technical vocabulary for the projects they are undertaking  
 - That food ingredients can be fresh, pre-cooked and processed  
 - That food is grown, reared and caught in the UK, Europe and the wider world  
 - How to prepare and cook a variety of dishes safely and hygienically, including, where appropriate the use of a heat source  
 - How to use a range of techniques such as chopping, mixing and baking  
 - That a healthy diet is made up from a variety and balance of different food and drink  
 - To be active and healthy, food and drink are needed to provide energy  
**Outcome:** Children will design and make their own biscuits



**DT: Bridge Building (Construction)**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 - How to use learning from science to help design and make  
 - How to use learning from mathematics to help design  
 - That materials have both functional properties and aesthetic qualities  
 - That materials can be combined and mixed to create more useful characteristics  
 - The correct technical vocabulary for the projects they are undertaking  
 - How mechanical systems such as levels and linkages create movement  
 - How to make strong, stiff shell structures  
**Outcome:**

**Art – Drawing: Pastel drawing of Still-life Cezanne**

**Formal elements:** Colour, texture, shape, proportion, line  
**Key artist:** Cezanne  
**Skills:**  
 -Create sketchbooks to record observations and use them to revisit ideas.  
 -Improve mastery of art and design techniques – including drawing.  
 -Learn About great artists in history.  
**Outcome:** Children to use pastels to create a still-life drawing in the style of Cezanne



**DT – Shell structures: Making mini greenhouses**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 -Understand how key events and individualas in deisgn and technology have helped shape the world  
 -Investigate and analyse a range of existing products  
 -Apply their understanding of how to strengthen stiffen and reinforce more complex structures  
 -Generate, design, model and communicate their ideas through discussion and prototypes  
 -Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose  
 -Select from a wide range of materials and components according to their functional properties and aesthetic qualities  
 -Evaluate their ideas and final product against their own design criteria and consider the views of others to improve their work  
**Outcome:** Children to make their own greenhouses.

**Art – Sculpture/3D work and painting: Ancient Greek pottery**

**Formal elements:** Shape, form, proportion, line, colour  
**Art history:** Ancient Greeks  
**Skills:**  
 -Pupils can sculpt clay and make a clay pot.  
 -Pupils can work with life size materials.  
 -Pupils can add line, shape and texture to their work.  
 -Pupils can predict with accuracy the colours that they mix.  
 -Pupils can use a range of different brushes to create effects.  
 -Pupils can explore work from other cultures.  
 -Pupils can explore work from other periods of time.  
**Outcome:** Children to mould a piece of pottery and paint their own design in the style of the Greeks.



**Art - Painting: Self Portraits in the Style of Picasso**

**Formal elements:** Colour, shape, proportion, line, tone  
**Key artist:** Pablo Picasso  
**Art history:** Cubism, Futurism (1905–1920) Pre- and Post-World War I art experiments: new forms to express modern life: Picasso  
**Skills:**  
 • Can mix and use primary and secondary colours with the addition of black and white and other hues  
 • Can create a painting from designs and research to communicate an idea or emotion  
 • Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work  
 • Can use their consideration of artist's work to improve their own  
 • Can learn about 'how to' from studying other artist's work  
 • Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work  
**Outcome:** Children to create their own self portraits in the style of Picasso



**Art - Collage: Roman Mosaic**

**Formal elements:** Colour, pattern, texture, form, shape  
**Art history:** Roman mosaic  
**Skills:**  
 • Can improve skills of overlapping and overlaying to place objects in front and behind  
 • Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose  
 • Can experiment with creating mood, feeling, movement and areas of interest using different media  
 • Can interpret stories, music, poems and other stimuli and represent these using mixed media elements  
 • Can use the natural / town environment as a stimulus for a mixed media work to convey meaning  
 • Can make a representational textured image from found textures that have been selected  
**Outcome:** Children to create their own mosaics with a centre and border



**DT - Textiles: Pencil Cases**

**Formal elements:** Colour, pattern, texture, form, shape  
**DT elements:** Designing, Making, Evaluating  
**Skills:**  
**Textiles (DT):**  
 -How to use learning from mathematics to help design  
 -That materials have both functional properties and aesthetic qualities  
 -That materials can be combined and mixed to create more useful characteristics  
 -The correct technical vocabulary for the projects they are undertaking  
 -That a single fabric shape can be used to make a 3-D textiles product  
**Textiles (Art):**  
 -Can discriminate between fabric materials to select and assemble a constructed form  
 -Can attach different elements using stitching, using straight stitch, running or cross stitch  
**Outcome:** Children to design and make a pencil case which opens and closes and decorated with embellishment



**Art – Drawing: Pastel Drawing in the style of Georgia O’Keefe**

**Formal elements:** Line, shape, texture, tone (value), colour, composition  
**Key artist:** Georgia O’Keefe  
**Skills:**  
 -Will investigate and experiment with formal elements to make drawings that convey meaning  
 -Uses a sketchbook to plan and develop ideas, gather evidence and investigate media  
 -Can make quick studies from observations  
 -Can use a sketchbook to support the development of a design over stages  
 -Can draw with coloured media – descriptively and expressively to represent ideas and objects with increasing accuracy  
 -Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work.  
 -Can use their consideration of artist's work to improve their own  
 -Can learn about 'how to' from studying other artist's work  
 -Can understand how artists use warm and cool colour to express a mood in a work  
**Outcome:** Pupils have blended their pastels to give tone and texture to their composition



**DT –Moving pictures**

**Formal elements:** Line, shape, colour, composition  
**Skills:**  
 -Investigate and analyse a range of existing products  
 -Understand and use mechanical systems in their own products  
 -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose  
 -Select from and use tools and equipment to perform practical tasks accurately  
 -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their product  
**Outcome:** to make a moving picture



**DT – Skyscrapers (Construction and Mechanisms)**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 -Use research to inform the design if functional appealing products that are fit for purpose  
 -Generate, develop, model and communicate their ideas through discussions, annotated sketches and Computer aided design  
 -Select from and use a wider range of tools and equipment to perform a practical tasks accurately  
 -Select from and use a wider range of materials and components 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 individuals in design and technology have helped shape the world  
 -Understand and use electrical systems in products – insulating switches, and bulbs  
 -Apply their understanding of computing to programme , monitor and control their products  
**Outcome:**





**Art – Drawing: Self-portraits**

**Formal elements:** Line, shape, tone, texture, proportion, form

**Key skills:**

- Selects appropriate media and techniques to achieve a specific outcome
- Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece
- Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs
- Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation
- Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose
- Can express their ideas and observations responding to advice from others to rework and improve design ideas

**Outcome:**



**Art – Painting: The imagination and dreams**

**Formal elements:** Texture, line, colour, shape, proportion

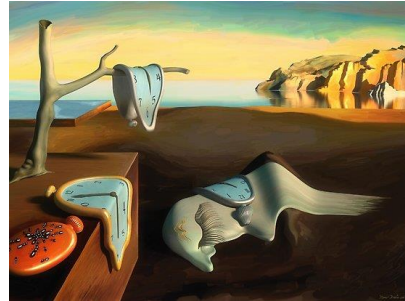
**Key artist:** Dali

**Art history:** Surrealism

**Key skills:**

- Demonstrates a secure knowledge about primary and secondary, warm and cold colours
- Creates shades and tints using black and white
- Carries out preliminary studies to test media and materials
- Creates imaginative work from a variety of sources
- Shows an awareness of how paintings composed for effect
- 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 painting
- About great artists and architects in history

**Outcome:**



**Art – Sculpture/3D work: Yayoi Kusama**

**Formal elements:** Colour, Shape, Form, Texture, Pattern

**Key artist:** Yayoi Kusama

**Key skills:**

- Pupils experiment with and combine different materials to make a 3D form.
- Pupils can sculpt mouldable materials.
- Pupils can create work which is open to interpretation by the audience.
- Pupils can include both visual and tactile elements in their work.
- Pupils can use paint as a form of expression.
- Pupils can experiment with the style of an artist.
- Pupils can learn about the work of others by looking at their work in books, the internet and other sources of information.



**DT – Food: Baking Bread**

**Formal elements:** Designing, making, evaluating

**Key Skills:**

- Use research and develop design criteria to inform the design of appealing products that are fit for purpose and aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.
- Select from and use a wider range of materials, including 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.
- 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.

**Art – Sculpture/3D work: Islamic geometric tiles**

**Formal elements:** Form, pattern, colour, line, shape

**Art history:** Traditional Islamic Geometric Patterns

- Pupils can create a print using multiple colours.
- Pupils can create an accurate print design that meets a criteria.
- Pupils can overprint using different colours.
- Pupils can confidently use the reduction method when printing with lino.
- Pupils explore positive and negative space when printing.
- Pupils can learn about the work of others by looking at their work in books, the internet and other sources of information.
- Pupils keep notes in their sketchbooks as to how they might develop their work further.
- Pupils use their sketchbooks to compare and discuss ideas with others.



**DT - To use gears and cams when designing a toy**

**Formal elements:** Designing, making, evaluating

**Key Skills:**

- Investigate and analyse a range of existing products
- Understand and use mechanical systems in their products
- 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 accurately
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work



**Art – Painting: Self-portraits**

**Formal elements:** Line, shape, colour, texture  
**Key artist:** Lichtenstein/Warhol/Jean Michel-Basquiat  
**Skills:**  
 -Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes and by applying paint in layers  
 -Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion  
 -Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists informing their painting  
 -Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction



**Art – Drawing: Cityscapes**

**Formal elements:** Line, shape, tone, texture, proportion, form  
**Key artist:** Stephen Wiltshire  
**Skills:**  
 •Selects appropriate media and techniques to achieve a specific outcome  
 •Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs  
 •Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation  
 •Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose  
 •Can express their ideas and observations responding to advice from others to rework and improve design ideas  
 •Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail  
 •Can convey tonal qualities well, showing good understanding of light and dark on form  
 •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  
 •About great artists and architects in history



**DT – textiles: Cushions**

**Formal elements:** Colour, pattern, texture, line, shape, form  
**Key artist:** William Morris  
**Skills:**  
 -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.  
 •Generate, develop, model and communicate their ideas through discussion and annotated sketches.  
 •Select from and use a wider range of tools and equipment to perform practical tasks.  
 •Select from and use a wider range of materials and components, including textiles, according to their functional 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.  
 •Use the correct technical vocabulary for the projects they are undertaking  
 •Know that a 3-D textiles product can be made from a combination of fabric shapes  
 •Can use stitching and sewing techniques with care to decorate and make an image or artefact.  
 •Can control stitching to produce more complex patterns with care and some accuracy.



**Art – Collage: Photo montage**

**Formal elements:** Line, shape, space, colour  
**Key artist:** Hannah Hoch  
**Skills:**  
 -Pupils can combine visual and tactile qualities.  
 -Pupils can express mood and emotion through collage.  
 -Pupils can justify the materials and images they have chosen.  
 -Pupils can create artwork with meaning that can be interpreted by the audience.  
 Pupils keep detailed notes in their sketchbooks to explain their work and choices.  
 -Pupils use their sketchbooks to compare and discuss ideas with others.  
 -Pupils can say what their work is influenced by.



**DT – Bird Boxes (Construction)**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 - How to use learning from science to help design and make  
 - How to use learning from mathematics to help design  
 - That materials have both functional properties and aesthetic qualities- That materials can be combined and mixed to create more useful characteristics  
 - The correct technical vocabulary for the projects they are undertaking  
 - How mechanical systems such as cams or pulleys or gears create movement  
 - How to reinforce and strengthen a 3D framework



**DT – Fairground Ride (Construction and mechanisms)**

**Formal elements:** Designing, making, evaluating  
**Skills:**  
 -To investigate and analyse a range of existing products  
 -To evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work  
 -To generate, develop, model and communicate their ideas through discussion and annotated -sketches  
 -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
 -Understand and sue electrical systems in their products – e.g. switches and motors  
 -To understand and sue mechanical systems in their products – e.g. a drive belt



