

Building
Brighter
Futures
Together

Eastwood Community School

DeSign Curriculum



	A Pre-School artist and designer:	A Nursery artist and designer:	A Reception artist and designer:
<p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings the rough making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. <i>describe the texture of things. (smooth, shiny, rough, prickly, flat, soft, hard)</i> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc.] 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tool and techniques. Experiments with colour, design, texture, form and function. <i>Uses vocabulary to describe their observations of texture, colour and shape. (smooth, shiny, sharp, soft, patterned, jagged, bumpy),</i> Shares their creations, explaining the process they have used. Manipulates materials to achieve planned effect. <i>(eg. changes of properties of media if they become wet or dry.)</i>

<u>Subject Specific Vocabulary</u> patterns, contrasts, human face, marks, explore, paint, fingers, bodies, brushes, tools, express, ideas, feelings, making, meaning, materials, senses, investigate, manipulate, play, imagination, consider, simple models,	<u>Subject Specific Vocabulary</u> explore, materials, develop, ideas, use, make, decide, materials, use, express, join, textures, describe, smooth, shiny, rough, prickly, flat, soft, hard, create, closed, shapes, lines, represent, objects, draw, drawing, increasing complexity, detail, representing, face, circle, movement, loud noises, show, different, emotions, paintings, happiness, sadness, fear, colour, colour-mixing,	<u>Subject Specific Vocabulary</u> explore, use, refine, variety, artistic effects, express, ideas, feelings, build on, previous learning, refining, ideas, developing, ability, represent, create, collaboratively, sharing, resources, skills, safely, materials, techniques, experiment, colour, design, texture, form, function, vocabulary, describe, observations, shape, smooth, shiny, sharp, soft, patterned, jagged, bumpy, shares, creations, explaining, process, manipulates, achieve, planned effect, changes, properties, media, wet, dry,
<u>Cultural Capital Activities</u> Make rubbings Explore faces using mirrors Make a mask Painting the wall or fence	<u>Cultural Capital Activities</u> Mix different coloured paint Listening to sounds in the environment Creating movements to represent sounds Sound walks Make a collage Draw a face Explore faces using mirrors Make a mask	<u>Cultural Capital Activities</u> Make leaf rubbings Make a sandwich Make special buns for a party Have a teddy bears picnic Taste a new fruit Make a paper boat and see if it floats Make a treasure map

A year 1 deSigner:

A year 2 deSigner:

A year 3 deSigner:

<ul style="list-style-type: none"> • Use my own ideas to make something. • Describe how something works. • Cut food safely. • Identify which foods are healthy/unhealthy. • Make a product which moves. • Make my model stronger. • Explain to someone else how I want to make my product. • Choose appropriate resources and tools. • Make a simple plan before making. 	<ul style="list-style-type: none"> • Research an existing product and describe how it works. • Think of an idea and plan what to do next. • Choose tools and materials and explain why I have chosen them. • Create a step by step plan to show how I will make my product. • Join materials and components in different ways. • Explain what went well with my work. • Explain why I have chosen specific textiles, materials and ingredients. • Measure materials accurately to use in a model or structure. • Describe the ingredients I am using. 	<ul style="list-style-type: none"> • Use ideas from other designers and identify criteria for designing. • Give opinions about an existing product identifying a product's strengths and weaknesses. • Prove that my design meets some set criteria. • Follow a step-by-step plan/recipe, choosing the right equipment, ingredients and materials. • Design a product and make sure that it looks attractive. • Choose a textile, material or ingredient for both its suitability and appearance. • Select the most appropriate tools and techniques for a given task. • Work accurately to measure, make cuts and make holes. • Describe how food ingredients come together. • Explain how I would adapt a plan/recipe to improve my product.
<p><u>Subject Specific Vocabulary</u> ideas, describe, how something works, cut, healthy/unhealthy, product, move/movement, model, stronger, explain, resources, tools, plan, make,</p>	<p><u>Subject Specific Vocabulary</u> research, product, describe, how something works, idea, plan, tools, materials, explain, step by step plan, product, components, textiles, ingredients, measure, model, structure,</p>	<p><u>Subject Specific Vocabulary</u> Ideas, designers, design/designing, criteria, Product, strengths/weaknesses, prove, Criteria, step by step plan, recipe, equipment, ingredients, materials, product, attractive, textile, suitability, appearance, appropriate, tools, techniques, accuracy/accurately, measure, make cuts, make holes, explain, adapt, recipe, improve,</p>

<p><u>Cultural Capital Activities</u></p> <p>Make some biscuits</p> <p>Make and taste chapattis</p> <p>Make a puppet</p> <p>Make a shadow puppet and put on a puppet show</p> <p>Make a home for an insect or a small creature</p> <p>Create a class collage</p> <p>Make a daisy chain</p> <p>Build a den</p>	<p><u>Cultural Capital Activities</u></p> <p>Bake a cake</p> <p>Make a container to collect and measure rainfall</p> <p>Build a bridge and test its strength</p> <p>Pick blackberries and use them to prepare different foods (jam, smoothies, desserts)</p> <p>Pick vegetables from a vegetable patch and use them to make some soup.</p> <p>Make a bird feeder</p> <p>Make a mask</p>	<p><u>Cultural Capital Activities</u></p> <p>Make food which can be enjoyed as part of a Roman banquet.</p> <p>Taste and eat something you have not tried before.</p> <p>Create a mosaic.</p> <p>Design and make a board game.</p> <p>Make a pinhole camera.</p> <p>Make a periscope.</p> <p>Make something out of wood.</p> <p>Make something out of natural objects.</p> <p>Cook and eat outdoors.</p> <p>Produce rubbings of fossils and different rocks.</p> <p>Eat something you have grown.</p>
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A year 4 deSigner:	A year 5 deSigner:	A year 6 deSigner:
<ul style="list-style-type: none"> • Research an existing product and identify criteria for designing. • Produce a plan, identifying materials needed and explain it. • Evaluate and suggest improvements for my designs based upon my plan and product. • Evaluate products against a criteria for both their purpose and appearance. • Explain how I have improved my original design. • Make a product which uses both electrical and mechanical components. • Make a product which uses linkages and levers Present a product in an interesting way. • Answer questions about my product from an audience. • Measure accurately with a variety of measuring tools (rulers, scales, measuring tape). • Persevere and adapt my work when my original ideas do not work. • Know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> • Identify criteria for designing and evaluate existing products. • Come up with a range of ideas after collecting information from different sources. • Produce a detailed, step-by-step plan. • Suggest alternative plans; outlining the positive features and draw backs. • Explain how and why a product/recipe will appeal to a specific audience. • Evaluate appearance and function of my product against original criteria. • Use a range of tools, ingredients and equipment competently. • Understand the importance of a prototyping. • Make a prototype before make a final version. • Show that I can be both hygienic and safe in the kitchen. 	<ul style="list-style-type: none"> • Use market research to identify criteria for designing my product and evaluating existing products. • Use market research to inform my plans and ideas. • Produce a detailed step by step plan which I can follow and refine. • Justify my plans in a convincing way. • Consider culture and society in my plans and designs. • Explain how a prototype has been adapted and changed. • Show that I can test and evaluate my products. • Explain how products should be stored and give reasons. • Work within a budget. • Evaluate my product against clear criteria.

<p><u>Subject Specific Vocabulary</u> research, product, identify, criteria, design/designing, produce, plan, identify, materials, explain, evaluate, suggest improvements, criteria, purpose, appearance, improved, electrical, mechanical, components, linkages, levers, question, audience, measure, accuracy/accurately, tools, rulers, scales, measuring tape, persevere, adapt, original ideas, hygienic, safe,</p>	<p><u>Subject Specific Vocabulary</u> identify, criteria, design/designing, evaluate, product, ideas, sources, step-by-step plan, alternative plans, positive features, drawbacks, explain, recipe, appeal, specific audience, appearance, function, tools, ingredients, equipment, competently, prototyping/prototype, final version, hygienic, safe,</p>	<p><u>Subject Specific Vocabulary</u> market research, identify, criteria, design/designing, product, evaluate, existing products, market research, plans, ideas, step-by-step plan, refine, justify, plans, convincing way, culture, society, explain, prototype, adapted, changed, test, evaluate stored, give reasons, within a budget, clear criteria,</p>
<p><u>Culture Capital Activities</u> Make chocolate. Make your own butter. Make a sculpture. Create your own sculpture trail. Learn to sew on a button. Take part in a treasure hunt. Create your own treasure hunt.</p>	<p><u>Culture Capital Activities</u> Make and launch an air powered rocket. Do a blind folded taste test. Create a story book for a younger class. Make a large scale model. Make papier mache models. Plan and cook a meal. Design and make an electric model. Design a model with light or sound components.</p>	<p><u>Culture Capital Activities</u> Sew a soft toy. Learn to knit. Design a product or business idea and pitch it to investors. Make a dessert. Organise and make tea for parents or carers. Make a picnic and go and enjoy it outdoors.</p>