



St Jude's C of E Primary School Skill Coverage Grid



Art & DT

Year 1

Transport	Curriculum Skill	Number of times taught
	Explore mark-making using a variety of tools. (Techniques)	1
	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)	1
	Use artwork to record ideas, observations and experiences. (Learning)	1
	Make structures by joining simple objects together. (Techniques)	1
	Know the names of tools, techniques and elements that he/she uses. (Learning)	1
The magical toymaker	Curriculum Skill	Number of times taught
	Experiment with different materials to design and make products. (Learning)	1
	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)	1
	Explore mark-making using a variety of tools. (Techniques)	2
	Explain what he/she likes about the work of others. (Learning)	1
	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)	2
	Make structures by joining simple objects together. (Techniques)	2
	Create simple designs for a product. (Processes)	1
Dinosaurs	Curriculum Skill	Number of times taught
	Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)	3
	Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)	1
	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)	2
	Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)	1
	Explore mark-making using a variety of tools. (Techniques)	3
Ahoy there!	Curriculum Skill	Number of times taught
	Use artwork to record ideas, observations and experiences. (Learning)	2
	Explain what he/she likes about the work of others. (Learning)	2
	Know the names of tools, techniques and elements that he/she uses. (Learning)	2
	Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)	2
	Make structures by joining simple objects together. (Techniques)	3
Maps Mastery	Curriculum Skill	Number of times taught
	Use artwork to record ideas, observations and experiences. (Learning)	3
	Know the names of tools, techniques and elements that he/she uses. (Learning)	3



St Jude's C of E Primary School Skill Coverage Grid



Art & DT

	Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)	1
Whole School	Curriculum Skill	Number of times taught
	Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)	2
	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)	3
	Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)	3

Year 2

London's burning	Curriculum Skill	Number of times taught
	Give reasons for his/her preferences when looking at art/craft or design work. (Learning)	1
	Know that different artistic works are made by craftspeople from different cultures and times. (Learning)	1
	He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)	1
	He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)	1
	Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)	1
	Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)	1
	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)	1
The Circus	Curriculum Skill	Number of times taught
	Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)	1
	Represent things observed, remembered or imagined using colour/tools. (Techniques)	1
	Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)	1
	Try out different activities and make sensible choices about what to do next. (Learning)	1
	Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)	1
	Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)	2
	Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)	1



St Jude's C of E Primary School Skill Coverage Grid



Art & DT

Antarctica	Curriculum Skill	Number of times taught
	Give reasons for his/her preferences when looking at art/craft or design work. (Learning)	2
	Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)	2
	Experiment with tones using pencils, chalk or charcoal. (Techniques)	1
Explorers!	Curriculum Skill	Number of times taught
	Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)	1
	Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)	1
	Give reasons for his/her preferences when looking at art/craft or design work. (Learning)	3
	Know that different artistic works are made by craftspeople from different cultures and times. (Learning)	2
	Represent things observed, remembered or imagined using colour/tools. (Techniques)	2
	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)	1
Seaside	Curriculum Skill	Number of times taught
	Experiment with basic tools on rigid and flexible materials. (Techniques)	1
	Experiment with tones using pencils, chalk or charcoal. (Techniques)	2
	Represent things observed, remembered or imagined using colour/tools. (Techniques)	3
	Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)	2
	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)	2
	Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)	3
Whole school Inc. Food Technology	Curriculum Skill	Number of times taught
	Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)	1
	Understand the need for a variety of food in a diet. (Cooking and Nutrition)	1
	Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)	1
	Know that different artistic works are made by craftspeople from different cultures and times. (Learning)	1
	Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)	3
	Try out different activities and make sensible choices about what to do next. (Learning)	2
	Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)	4