



Art skills progression

Intent

At TPA we believe that art is an important and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Children observe work from different artists, and different artistic periods, learning about how subjective art can be, and understand how to use and apply this knowledge to impact positively on their own artwork. We encourage children to explore, be creative and develop a personal style of art. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

Implementation

We have mapped the skills and knowledge that the children will learn throughout each art unit across each year group, beginning in Foundation Stage to ensure pupils are inspired and challenged in the progression of their skills. Our Art curriculum allows children to express their creative imagination as well as providing them with opportunities to practise and develop highest forms of human creativity in the key processes of art: drawing, painting, printing, textiles and sculpture. This is supported through the studying of key artists and the development of a knowledge of their work.

Lessons are taught through studying existing pieces of art, sketching aspects of these, with a particular focus on the necessary skills, before completing a final piece. The children will then be given constructive feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. The evidence of their work is collected within the art sketch book which follows the children through the school. The children are able to access the different areas of Art throughout their journey through school.

DT skills progression



Art and DT Progression of Knowledge and Skills

Intent

At TPA we believe Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design make and evaluate products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Implementation

Our DT curriculum is carefully mapped to build up progressive subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby we must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to be successful in the subject of DT. The children work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).

It is our intent at Twickenham Primary Academy to give all children the opportunity to express themselves through different art styles and forms. We deliver an Art curriculum which is accessible to all abilities, enabling children to grow in confidence in their own skills, and develop themselves as individual artists. Children observe work from different artists, and different artistic periods, learning about how subjective art can be, and understand how to use and apply this knowledge to impact positively on their own artwork. We encourages children to explore, be creative and develop a personal style of art.

It is our intent at Twickenham Primary Academy to provide children with opportunities to design, make and evaluate products using a range of materials, including textiles, woodwork and electrical circuits. The skills acquired within design and technology lessons draw upon those learned in other areas of the curriculum, such as maths and science, enabling them to build upon previous experience in the classroom. Children also learn life skills through food technology, learning how to bake and cook using the safest techniques.



Art and DT Progression of Knowledge and Skills

The plan shows which skills will be taught to the different year groups across the year in Art and in DT. Knowledge organisers for each year group and focus skills are linked to this map.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Art and Design (Drawing and Colour)</p> <ul style="list-style-type: none"> -Begin to use a variety of drawing tools -Use drawings to tell a story -Investigate different lines -Explore different textures -Experimenting with and using primary colours -Use a range of tools to make coloured marks on paper 	<p>DT (Design and Make; developing and communicating ideas)</p> <ul style="list-style-type: none"> -Introducing media, materials and tools: finding, using and putting them away with support -Independently selecting & using media, materials & tools skilfully to generate their own creative work. Tools: scissors, glue, tape, card, paper, blue tack. -Exploring & combining media to create different effects: collage, clay, paint, chalk, oil pastels, felt tips. 	<p>Art and Design (Printing and Patterns)</p> <ul style="list-style-type: none"> - Make rubbings showing a range of textures and patterns. -Take a print from an object e.g. leaf/hand/other natural materials -Produce a simple picture by printing objects -Imprint onto a range of materials e.g. newspaper, clay -Print with block colours. -Create repeating patterns with a range of materials. 	<p>DT (Cooking and Nutrition)</p> <ul style="list-style-type: none"> - Cut and peel ingredients. - name some fruits and vegetables they consume in their diets. -Understand the need for variety in food. -Know the importance of a healthy diet. 	<p>Art and Design (Texture and Form)</p> <ul style="list-style-type: none"> -Handling, manipulating and enjoying using materials. -Sensory experience -Simple collages -Simple weaving -Constructing -Building and destroying -Shape and model -Handling and manipulating materials 	<p>Art and Design and DT (Modern Masters)</p> <ul style="list-style-type: none"> - to learn about Gustav Klimt and his work, tree of life. - to use the style and technique of the artists to create paintings, drawings and sculptures
Year 1	<p>Art and Design (Colour, texture and printing) Looking at</p> <p>Shreekanth Kurva and her art work on animals and patterns.</p> <ul style="list-style-type: none"> -Make marks in print using found objects and basic tools and 	<p>DT (Design, make, evaluate- structure)</p> <p>Home sweet home</p> <ul style="list-style-type: none"> - Select material including reclaimed. - Discuss how to make stringer, stiffer, more stable. -Explain what he/she likes about the works of others. 	<p>DT (Cooking and Nutrition)</p> <ul style="list-style-type: none"> -Use fruit and vegetables in one healthy meal. - learn how to prepare different fruits and vegetables (peel, cut, wash) 	<p>Art and Design (Drawing, colour form)</p> <p>Looking at Jackson Pollock, Bernard Cohan, Jean Dubuffe.</p> <ul style="list-style-type: none"> -Explore mark making using a variety of tools. -Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, 	<p>Art and Design (Form, texture, patterns) DT (Design, Make, evaluate – mechanisms)</p> <p>Paper toys (creating toys that spin, flap, slide etc.)</p> <ul style="list-style-type: none"> -Know the names of tools, techniques and 	<p>Art and Design & DT (Modern Masters)</p> <ul style="list-style-type: none"> - to learn about the life and work of Alberto Giacometti - to use the style and technique of the artists to create paintings, drawings and sculptures.



Art and DT Progression of Knowledge and Skills

	<p>use these to create repeating patterns.</p> <ul style="list-style-type: none"> - use appropriate language to describe process. - Ensure they know all the names of colours. - mix colours to make new colours. - cut, glue and trim material to create images from a variety of media. <p>(Photocopies, fabric, crepe paper, magazines).</p>	<ul style="list-style-type: none"> - Know the name of tools, techniques and elements that he/she uses. - Make structures by joining simple objects together. -Sort, cut and shape fabrics and experiment joining them. - gingerbread houses 	<ul style="list-style-type: none"> -Taste/smell fruit and veg. comment on texture, shape, hardness, colour. -know where food comes from. -Eat well plate. -Peel, slice, grate, chop and squeeze. 	<p>charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <ul style="list-style-type: none"> - Use art work to record ideas, observations and experiences. - Apply colour with a variety of tools. -Cut using scissors. -Discuss weight and texture. -Make simple joins. -Make own objects. 	<p>elements that he/she uses.</p> <ul style="list-style-type: none"> - Choose tools and join paper/card. - Experiment with different materials to design and make products in two and three dimensions. - Use hands and tools to build. -Cut using scissors. -Discuss weight and texture. -Make simple joins. -Make own objects. - Create patterns (colour, decorations) -Create working slider/lever with card/paper. -Explore different levers/sliders in books. 	
Year 2	<p>Art and Design (Drawing, colour, form)</p> <ul style="list-style-type: none"> -Use different media to create sketches of London landmarks. - Know the names of different pencil strokes. - Choose the most effective medium and comment on the differences. 	<p>Art and Design (Drawing, colour, form) DT (Design, make, evaluate- structure)</p> <p>Using a story to learn about and draw different London landmarks.</p> <p>Free standing structure based on a London landmark and animals found in London. Class recreation of London sky line and habitat.</p>	<p>DT (Design, make, evaluate – wheels and axels)</p> <p>Creating a vehicle that could be used by an explorer.</p> <ul style="list-style-type: none"> -Represent things observed, remembered or imagined using colour/tools in two and three dimensional. 	<p>DT (Cooking and Nutrition)</p> <ul style="list-style-type: none"> -Prepare fruit and vegetables. -Taste/smell fruit and veg. comment of texture, size, shape, hardness. -know where food comes from. -Eat well plate. -Peel, slice, grate, chop and squeeze. 	<p>Art and Design (Printing, pattern, colour) Art and Design (Texture, form, pattern)</p> <p>Looking at 3 sewing skills and weaving.</p> <p>Create glove puppets.</p> <ul style="list-style-type: none"> -Develop techniques to join fabrics and apply decorations such as a 	<p>Art and Design & DT (Modern Masters)</p> <ul style="list-style-type: none"> - to learn about the life and work of Yayoi Kusama - to use the style and technique of the artists to create paintings, drawings and sculptures



Art and DT Progression of Knowledge and Skills

		<ul style="list-style-type: none"> -Experiment with basic tools on rigid and flexible materials. -Experiment with tones using pencils, chalk or charcoal. - Represent things observed, remembered or imagined using colour/tools in two and three dimensions. -Select particular techniques to create a chosen product and develop some care and control over materials and their use. -Try out different activities and make sensible choices about what to do next 	<ul style="list-style-type: none"> -Select particular techniques to create a chosen product and develop some care and control over materials and their use. -Design through drawings. -Select materials. -Explore wheels, axles and axle holders. -Distinguish fixed and freely moving axels. 	<ul style="list-style-type: none"> - planning and making their own fun and healthy meal. (fruit faces) 	<ul style="list-style-type: none"> running, back and over stitch. -Experiment with basic tools on a rigid and flexible materials. -Give reasons for his/her preferences when looking at art/craft or design work. -Select particular techniques to create chosen product and develop some care and control over materials and their use. 	
Year 3	<p>Location, Location (Drawing, colour, form) and pointillism as a sketching technique (3 weeks)</p> <ul style="list-style-type: none"> -Colouring methods to create a range of effects and techniques in the completed work. -Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. 	<p>Art Creating a dinosaur sculpture.</p> <ul style="list-style-type: none"> To improve their mastery of art and sculpture Study the work of Jim Gary To design a dinosaur template To use cardboard to create a structure. Use papier Mache to create a dinosaur. Decorate the final sculpture. apply their understanding of how to strengthen, stiffen 	<p>DT (Design, make, evaluate – structure) Looking at Bridges Link to study of Modern Europe.</p> <ul style="list-style-type: none"> -Compare and recreate form of natural and manmade objects. -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. -Know about some of the great artists, architects and 	<p>The Pre-historic world Art and Design (Drawing, colour, form)</p> <ul style="list-style-type: none"> Printing linked to dinosaur fossil excavations. Repeated patterns. Use of foam tiles to print. -create printing blocks using relief or impressed techniques. 	<p>DT (Cooking and Nutrition) Chocolate!</p> <ul style="list-style-type: none"> -Plan and create chocolate truffles . -comment on utensils found in the kitchen, precautions and uses. -record evaluations of food. -Know that ingredients are grown, reared and caught. Creating packaging for food. 	<p>DT (Design, and make an ancient Egyptians. Inspired bookmark Textiles (progression from Y2) Create a sewn product. Which can be used as a bookmark Design and understand how Hieroglyphs were used.</p>



Art and DT Progression of Knowledge and Skills

	<ul style="list-style-type: none"> -Make initial sketches as preparation. -sketching skills Observe and draw simple shapes. -Pointillism Georges Seurat -Make colour wheels to show primary and secondary colours. -Use dotting, scratching and splashing to imitate on artist. 	and reinforce more complex structures	<p>designers in history and describe their work.</p> <ul style="list-style-type: none"> -Explain what he/she likes or dislikes about their work. -Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. -Measure, mark out, cut, score, and shape and assemble some accuracy. 	<ul style="list-style-type: none"> -Explain what he/she likes/dislikes about different pieces of artwork. -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. 		
Year 4	<p>Art and Design & DT (Modern Masters) Looking at the life and work of Andy Warhol and Alexander Calder</p> <ul style="list-style-type: none"> - To use the style and technique of the artists to create paintings, drawings and sculptures. - investigate, plan, make 	<p>DT (Cooking and Nutrition) Link to Spanish cuisine. Tapas Spanish Omelette</p> <ul style="list-style-type: none"> -Plan recipes including utensils. Comment on how different ingredients need to be prepared and safety in the kitchen. -record evaluations of food. -Cook savoury food and looking at recipes from all over the world -Know that ingredients are grown, reared and caught. 	<ul style="list-style-type: none"> . Art and Design (Drawing, colour, texture) Looking at roman floor mosaics Art and Design (Printing, pattern) -Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. -Draw familiar objects with correct proportions. -Experiment with creating mood, feeling, movement and areas of interest by selecting 	<p>DT (Design, make, evaluate – product - mechanisms)</p> <p>Create a moving monster linked to Rocks, Rivers and Mountains.</p> <ul style="list-style-type: none"> - Moving mechanisms design and make project. - Explore different kinds of mechanisms - How to create a pneumatic system – examples 	<p>DT (Design, make, evaluate – product) Viking patterns printing and fabric purse (use an artefact from our collection - children design a pouch to hold) Design a purse or pouch for a nobleman.</p> <ul style="list-style-type: none"> - Sewing and printing. -use a variety of techniques e.g. marbling, silkscreen and cold water paste. -Use taught skills to adapt and improve his/her work. -use a sketchbook of collecting ideas and developing a plan for 	<p>Art and Design (Drawing, colour, form) Looking at the life and works of Claude Monet</p> <ul style="list-style-type: none"> -create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. -draws familiar objects with correct proportions. -experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques



Art and DT Progression of Knowledge and Skills

			appropriate materials and learnt techniques. -Looking at and creating repeated patterns	<ul style="list-style-type: none"> - Design monster (focus on topic theme) - Create - Mechanism - Evaluate 	a completed piece of artwork. -Print on fabrics using tie-dyes and batik. -Plan a sculpture through drawing and other preparatory work. -explore shape and colour.	Monet-inspired artwork linked to Location Location
Year 5	<p>Art and design (drawing, form, pattern, printing) Looking at Howardena Pindell to explore collage and use of different materials.</p> <p>-Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>-Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>-Develop different ideas which can be used to explain his/her choices for the materials and techniques used.</p>	<p>DT (Design, make, evaluate – product) Creating a Mars Rover with wheels that turn.</p> <p>-Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within her/his work.</p> <p>-Develop different ideas which can be used to explain his/her choices for materials and techniques used.</p> <p>-Develop skills in using clay including slabs, coils and slips.</p> <p>-Strengthen, stiffen and reinforce 3-D frameworks.</p> <p>-Accurately measure, mark out, cut, shape and join to make frameworks.</p> <p>-Carry out appropriate tests.</p> <p>-Evaluate his/her work against intended outcome.</p>	<p>DT (Design, make, evaluate – product) Looking at the life and work of Gregory Seagal to create ancient Greek pottery using clay.</p> <p>-Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within her/his work.</p> <p>-Develop different ideas which can be used to explain his/her choices for materials and techniques used.</p> <p>-Develop skills in using clay including slabs, coils and slips.</p> <p>-Strengthen, stiffen and reinforce 3-D frameworks.</p> <p>-Accurately measure, mark out, cut, shape</p>	<p>Art and Design (Printing, colour) DT (Design, make and evaluate – product) Portraits from the Tudors.</p> <p>-Experiment with different materials to create a range of effects and techniques in the completed work.</p> <p>- Select particular techniques to create</p> <p>- Create different effects by using a variety of tools and techniques</p> <p>Art and Design (Texture, form, patterns) Looking at tapestry (Tudors) Sewing a frame for Tudor portrait using a variety of stitches.</p> <p>-Add detail to work using different types of</p>	<p>DT (cooking and nutrition)</p> <p>-Measuring out, preparing and combining ingredients.</p> <p>-Plan recipes including utensils.</p> <p>-Use heat sources to cook.</p> <p>-Learn about seasonality and source of products.</p> <p>-Evaluate his/her work against intended outcome.</p>	<p>Art and DT (Modern Masters)</p> <p>- to learn about the life and work of Frida Kahlo and Edgar Degas</p> <p>- to use the style and technique of the artists to create paintings, drawings and sculptures</p>



Art and DT Progression of Knowledge and Skills

	<ul style="list-style-type: none"> -Experiment with using layers and overlays to create new colours/textures. -Return to work over longer periods of time and use a wider range of materials. 		<ul style="list-style-type: none"> and join to make frameworks. -Carry out appropriate tests. -Evaluate his/her work against intended outcome. 	<ul style="list-style-type: none"> stitch, including cross-stitch. -Create printing blocks using relief or impressed techniques. --Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. -Explain what he/she likes or dislikes about their work. He/she is able to create a collage using overlapping and layering. -Securely join fabric Understand the need for patterns and seam allowances 		
Year 6	<p>Art and Design (Drawing, colour, form) Sketching linked to 'Location, Location' using different media</p> <ul style="list-style-type: none"> -The effect of light on objects/people. -Use a variety of techniques to interpret texture. 	<p>DT(design, make, evaluate – structure and electrics)</p> <ul style="list-style-type: none"> -Strengthen, stiffen and reinforce 3-D frameworks. -Accurately measure, mark out, cut, shape and join to make frameworks. -Carry out appropriate tests. 	<p>DT(Cooking and Nutrition)</p> <p>Fair trade cooking project linked to Bizarre Biomes</p> <ul style="list-style-type: none"> -Measuring out, preparing and combining ingredients. -Plan recipes including utensils. 	<p>Art and Design (Texture, printing, pattern) Looking at the life and works of Henri Rousseau and India Flint</p> <ul style="list-style-type: none"> -free drawing of flowers and exploring their colours and patterns. 	<p>Art and Design (Form and texture) DT (Design, make, evaluate – product)</p> <p>Make and design a Mayan mask from cardboard to build on structural skills.</p> <p>Confidently and systematically</p>	<p>Art and Design & DT (Modern Masters) Looking at the life and works of Roy Lichtenstein and Andy Goldsworthy</p> <ul style="list-style-type: none"> - to use the style and technique of the artists to create paintings, drawings and sculptures



Art and DT Progression of Knowledge and Skills

	<ul style="list-style-type: none"> -Increasingly accurate drawings of people. -Detailed preparatory sketches. -Concept of perspective. -Work on a variety of scales and collaboratively. -Independently select materials and techniques. -Tones, shades, hue and mood. -The use of texture in colour. -Use colour to express moods and feelings. -Explore the texture of paint. -Identification of suitable equipment for purpose. -Consider artists use of colour and application of it. <p>Sketches of local area / items linked to Location, Location</p>	<ul style="list-style-type: none"> -Research and discuss various, architects and designers and discuss their processes and explain how these were used in the finished product. -Evaluate his/her work against intended outcome. -include a siren in their design. 	<ul style="list-style-type: none"> -Use heat sources to cook. -Learn about seasonality and source of products. -Evaluate his/her work against intended outcome. 	<ul style="list-style-type: none"> -Work within given time, resources, and cost. -Combine different fabrics. -Strengthen, stiffen and reinforce. -Create own abstract pattern. -Patterns reflect personal experiences and expression. -Creating pattern for purposes. -look at various artists' creation of pattern and discuss effect. -Discuss own and artists work. 	<ul style="list-style-type: none"> investigate the potential of new and unfamiliar materials and use these learnt techniques within her/his work. -Develop different ideas which can be used to explain his/her choices for materials and techniques used. -Develop skills in using clay including slabs, coils and slips. -Strengthen, stiffen and reinforce 3-D frameworks. -Accurately measure, mark out, cut, shape and join to make frameworks. -Carry out appropriate tests. -Evaluate his/her work against intended outcome. 	
<p>Art Outcomes</p>	<p>EYFS Use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) Represent their own ideas, thoughts and feelings through design and technology..... (ELG) Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Safely use and explore a variety of materials, tools and techniques. (ELG) Know the importance of a healthy diet and talk about ways to keep healthy (ELG)</p> <p>Years 1 and 2 Use a range of materials creatively to design and make products</p>					



Art and DT Progression of Knowledge and Skills

	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn 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.</p> <p><u>Years 3 and 4</u> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p><u>Years 5 and 6</u> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p>
DT Outcomes	<p><u>EYFS</u> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) Represent their own ideas, thoughts and feelings through design and technology..... (ELG) Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Safely use and explore a variety of materials, tools and techniques. (ELG) Know the importance of a healthy diet and talk about ways to keep healthy (ELG)</p> <p><u>Years 1 and 2</u> Design products that have a clear purpose and an intended user. Make products, refining that design as work progresses. Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles). Cut, peel or grate ingredients safely and hygienically. Measure or weigh using cups or electronic scales.</p> <p><u>Years 3 and 4</u> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Choose suitable techniques to construct products or to repair items.</p>



Prepare ingredients hygienically using appropriate utensils.
Measure ingredients to the nearest gram accurately.

Years 5 and 6

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).

Make products through stages of prototypes, making continual refinements.

Ensure products have a high-quality finish, using art skills where appropriate.

Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles

Develop a range of practical skills to create products and repair items (such as cutting, drilling, and screwing, nailing, gluing, filling and sanding).

Understand the importance of the correct storage and handling of ingredients (using knowledge of micro-organisms).

Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

Demonstrate a range of baking and cooking techniques.

Create and refine recipes including ingredients, methods, cooking times and temperatures.