



Art, Design and Technology Curriculum Overview

| | Autumn 1st | Autumn 2nd | Spring 1st | Spring 2nd | Summer 1st | Summer 2nd |
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| Nursery | <p>EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. For more details see Development Matters Non-statutory curriculum guidance for the Early Years Foundation Stage.</p> | | | | | |
| Reception | | | | | | |
| Year 1 | <p>Art Self-Portrait (Drawing/Form)</p> <p>Investigate famous self-portraits</p> <p>Collage to create a self-portrait</p> <p>investigate the different kinds of sketching pencils</p> <p>Investigate different paints</p> <p>Create own self-portrait</p> | <p>Design and technology Delightful Decorations (Texture)</p> <p>Explore different types of decorations</p> <p>Practise cutting and sewing skills</p> <p>Design and make a Christmas tree decoration</p> <p>Evaluate your own Christmas tree decoration</p> | <p>Design and technology Moving Pictures Digital Media)</p> <p>Create a sliding mechanism (using levers)</p> <p>Investigate and create wheel mechanisms</p> <p>design and create a picture with a moving mechanism</p> <p><i>Focus: pupils will create a sliding mechanism using levers and</i></p> | <p>Art Earth Art (Pattern)</p> <p>Explore ways of painting on rocks</p> <p>Make sculptures with sticks and twigs</p> <p>Make animal pictures with leaves</p> <p>Weave with natural materials</p> <p>Making mandalas</p> | <p>Art Colour Creations (Colour/Famous Artist)</p> <p>Exploring and identifying primary colours</p> <p>Mix primary colours to create secondary colours</p> <p>Create light and dark shades of colours</p> <p>Research and produce art based on the work of Kandinsky</p> | <p>Design and technology Flying Kites (Texture/Colour)</p> <p>Explore the history of different kites and what they look like</p> <p>Explore materials used to make simple kites</p> <p>Create a simple Carp Kite</p> <p>Construct a kite by following a design</p> |

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| | <p>create a self-portrait from clay</p> <p>Focus: pupils will explore how to use a combination of different tools and observational drawing to create an image of themselves</p> | <p>Focus: pupils will explore different types of decorations for festivals and use their cutting and sewing skills to create their own ornaments</p> | <p>investigate and create a wheel mechanism</p> | <p>Collage using natural materials</p> <p>Focus: pupils will explore ways of using natural materials to create collages and sculptures</p> | <p>Focus: pupils will be introduced to primary colours and colour mixing.</p> | <p>Evaluation of kite</p> <p>Focus: pupils will be designing and constructing their own kites by following a design using a variety of materials</p> |
| Year 2 | <p>Design and technology Animal Enclosures Outcome: The children design, make and evaluate their own animal enclosure using junk modelling and recycled materials</p> <p>Art skill: Select and use a range of materials and components to build a structure</p> | <p>Design and technology Christmas cards with a moving part Outcome: The children will create a Christmas card with a moving mechanism (a sliding mechanism, a lever & pivot mechanism or a wheel mechanism)</p> <p>Art skill: Explore and use mechanisms</p> | <p>Art Silhouettes Outcome: The children will create silhouette artwork using a range of mediums based on the Great Fire of London.</p> <p>Art skill: use a range of mediums</p> | <p>Art Female Artist focus: Sonia Delaunay Outcome: The children will create their own abstract art piece using strong colours and geometric shapes</p> <p>Art skill: Develop technique of using colour, pattern and shape</p> | <p>Design and technology Puppet Making Outcome: The children will design and make their own puppets based on a chosen animal</p> <p>Art skill: use large eyed needles to create running stitches to join two pieces of fabric.</p> | <p>Art Sculptures Outcome: The children will create sculptures using a range of mediums based on London landmarks which will be displayed in a year group exhibition.</p> <p>Art skill: to shape and form malleable materials, use decorative techniques</p> |
| Year 3 | <p>Design and technology Building a roundhouse- Design and build an iron aged inspired roundhouse using clay and other environmental resources</p> <p>Art skill: drawing, designing and building to scale (prototype), selecting appropriate material, design and build using clay, exploring how to</p> | <p>Design and Technology Monsters with moving parts Linking to their work in Science on the topic of forces, the children will have the chance to get to grips with pneumatic systems before designing, making and evaluating their own monster with moving parts.</p> | <p>Art Roman busts- Planning, designing and sculpting roman busts from clay.</p> <p>Art skill: sketching, making close observations, drawing people to proportion, shaping and forming malleable materials,</p> | <p>Design and Technology Photograph frames The children will have the chance to explore the materials and components of different photograph frames, engage in practical activities to develop their experience of working with tools and techniques, as well as having the chance to design, make and evaluate their own</p> | <p>Art Rock painting- focusing on brush techniques, fine detail and colour mixing</p> <p>Fossil printing – using different objects to create printing blocks and use these to create different patterns and textures</p> <p>Art skills: printing, colour mixing and exploring brush types,</p> | <p>Art Marquette Sculptures The children will be introduced to the world of sculpture where they will first be introduced to various sculptures and sculptors from around the world and more specifically the UK. They will then begin designing their own sculptures using their own mood boards for inspiration to create paper mache sculptures</p> |

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| | strengthen, stiffen and reinforce structures | | | photograph frames using natural materials. | using a range of impressed and relief | that represent them as individuals. Art skill: record pattern and texture, drawing, shaping and forming malleable materials, model and construct rigid materials, creating patterns, colour mixing and exploring brush types, evaluate idea and product |
| Year 4 | Design and technology Design and build a Viking long ship Art skill: drawing, sketching, lines, design and build using clay, evaluate idea and product (cross-curricular writing) | Art Christmas themed painting Art skill: mixing colours, tints and shades, light and dark, contrasting with background | Design and technology African patterned tote bags- telling a story of African culture Art skills- texture and patterns, stamps, geometric patterns, repeating patterns | Design and technology Make and evaluate a torch Art skill- use electrical system in a product, use a wider range of materials (including construction and textile), evaluate idea and product (cross curricular writing) | Art Diorama of a farm/habitat Art skill: designing, selecting appropriate material, building to scale | Art Animal Willow pattern design Art skill- brush stroke, tint, painting, sculpture |
| Year 5 | Art <i>Artist study: William Morris (1834-1896)</i> The life and works of William Morris Investigating the style Skills: Working on pattern making and colour Working with a range of mediums Create own wallpaper designs | Art <i>Artist study: Stephen Wiltshire (1974-)</i> A British autistic savant, able to draw large landscapes from just one viewing. Children to take their sketchbooks to Buckingham Palace. Skills: Working on line and tone. | Art <i>Artist study: Derek Gores (New York 1971-)</i> Recycled sculptures and collages Children study the earth, climate change and recycling. Skills: Create collages using recycled materials and progress to sculptures | Design and technology Cooking – Greek Food. Skills: Designing a menu Exploring menus from the local area Invite locate restaurant owners to come in and discuss their designs | Art <i>Artist study: Helen Ahpornisiri (British based)</i> Close up sketches of flowers at Kew Gardens Skills: Photography Flower pressings | Design and technology <i>Artists study: Emma Clegg (Shipston on Stour)</i> Use sketches from Kew Gardens Skills: Clay work. Choice of composition from clay tiles of flowers, to intricate flower pot designs, ring holder/bowl with petal designs |

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| <p>Year 6</p> | <p>Design and technology Sewing: Linked to WWII topic (Make do and mend)</p> <p>Final product: children to make do and mend an old item of clothing brought in from home To practise sewing skills including running stitch, cross stitch, running back stitch and blanket stitch. To research make do and mend products (recycled).</p> <p>To plan a design (for make do and mend) To cut materials with precision using the appropriate tools To join textiles with a variety of different stitching techniques (such as back stitch for seams and running stitch to attach decoration). To evaluate a design after feedback on various aspects</p> | <p>Art Pop Art <i>Artist: Andy Warhol and Roy Lichtenstein</i></p> <p>Children will examine the work of both artists and create a piece of work in the style of Lichtenstein. Considering the proportions of an object and use observational drawing skills to record ideas. Skills: Explore the use of colour and tone</p> | <p>Art Sculpture: Linked to Islamic History topic</p> <p>Final product: a vase inspired by Islamic art and design</p> <p>To explore vase designs from the Islamic world To plan your design of a vase To develop control of tools and techniques To create a vase and paint it using a design inspired by the Islamic world To evaluate a design after feedback on various aspects</p> | <p>Art Perspective Art <i>Artist: Hundertwasser</i></p> <p>Children will draw by interpreting forms from direct observation, different points of view and perspective, creating a mono print.</p> <p>Skills: Using perspective.</p> | <p>Design and technology Construction: Linked to Science Topic Electricity</p> <p>Final product: a moving fairground ride</p> <p>To look at a range of familiar products that use rotating parts To investigate ways of using electrical motors to create rotating parts To investigate ways of making a framework for a fairground ride. To be able to design a fairground ride with a rotating part. To be able to make a fairground ride following a design. To be able to evaluate a finished product.</p> | <p>Design and technology Cooking- Linked to our Asia topic.</p> <p>Children will research cuisines and food dishes of different countries in Asia. Learning to follow a recipe, accurately measure and prepare ingredients, demonstrate good safety procedures all to cook a meal. Skills: use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> |
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