

### Art/ Design Technology: Overview

<b>EYFS</b>  <b>Art and Design</b>	<p>Within Nursery and Reception, the Early Years Foundation Stage Framework is followed as well as Birth to 5 matters. The 'Art and Design' aspect of the curriculum is mainly followed through the areas of 'Expressive Arts and Design'. Opportunities for children to be imaginative, explore different materials and develop their ideas is an important part of the Early Years Foundation Stage.</p> <p>The teaching of art and design is integrated into the overall topics or themes of the half term. In addition, each Nursery and Reception class has a creative area available as part of continuous provision where children develop and practise skills independently and explore their ideas. Children can choose from a range of materials and are taught basic techniques in drawing, painting, printing, collage and 3D work.</p>
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<b>EYFS <u>Nursery</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>What the child might do:</b>						
<b>Drawing/painting</b>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement noises and emotions.</p> <p>Play with, explore and discover paint and experience colour using a variety of tools to apply paint.</p> <p>Explore mark making using card, brushes, sticks, sponges, fingers etc. Explore colour and colour-mixing.</p> <p>Name and explore using the primary colours of paint.</p>					
<b>Printing/Collage</b>	<p>Explore printing techniques.</p> <p>Experiment printing using hands, fingers, sticks and fruit.</p> <p>Begin to make collections of visual materials and sort e.g. rough/smooth.</p>					
<b>Sculpture</b>	<p>Take part in experimental play with materials e.g., sand, clay, construction kits, playdough.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>					

EYFS <u>Reception</u>  What the child might do:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Drawing/painting</b>	Experiment with mark making using a range of materials on a variety of surfaces and scales. Use graphic tools, chinks, pencils, brushes etc. to explore a range of marks. Create simple representations of events, people and objects.					
<b>Printing/collage</b>	Explore what happens when they mix colours and name orange, purple and green paint. Explore mark making using card, brushes, sticks, sponges, fingers etc Explore printing techniques. Focus on direct printing. Experiment printing using leaves, fruit etc. Begin to create repeating patterns Tear, cut, glue and rearrange visual materials.					
<b>Sculpture</b>	Take part in purposeful play with materials e.g., sand, clay, construction kits, playdough. Sorting materials using appropriate vocab e.g., smooth, soft, velvet etc. Selecting appropriate materials for models in the workshop.					

<p><b>EYFS</b></p> <p><b>Design and Technology</b></p>	<p>Within Nursery and Reception, the Early Years Foundation Stage Framework is followed as well as Birth to 5 matters. The 'Design &amp; Technology' aspect of the curriculum is followed through the areas of 'Expressive Arts and Design' and 'Understanding the World.'</p> <p>In Early Years, design and technology teaching is integrated into the overall topics or themes of the half term. The children create their own open-ended products that support their imaginative play and they also have the opportunity to design and make junk models using recyclable materials. They use various construction kits to develop their problem-solving skills within Design and Technology so they build, evaluate and improve their models. Although children have access to each area independently, challenges are included to ensure key skills are applied. In each Nursery and Reception class a workshop area is available as part of continuous provision where children develop and practise skills independently. Children use a range of materials and are taught basic techniques such as joining, folding and safe use of simple tools including a range of cooking utensils.</p>
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<p><b>EYFS Nursery</b></p> <p><b>What the child might do:</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Technical</b></p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>					
<p><b>Cooking and Nutrition</b></p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Use knives to chop a range of ingredients.</p>					
<p><b>Design and make</b></p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore Mechanical equipment.</p>					

EYFS Reception What the child might do:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Technical</b>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ELG: Safely use and explore a variety of tools and techniques experimenting with colour, design, texture, form and function.					
<b>Cooking and Nutrition</b>	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, - healthy eating, - tooth brushing, - sensible amounts of 'screen time', - having a good sleep routine, - being a safe pedestrian. ELG: Use a range of small tools, including scissors, paintbrushes and cutlery.					
<b>Design and make</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Use different techniques for joining materials such as how to use adhesive tape and different sorts of glue. Use natural materials to make a product.					
<b>Evaluate</b>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Share their creations, explaining the process they have used.					

**Art/DT: Overview**

Each unit has a knowledge organiser identifying key vocabulary.

<b>Year 1</b>	<b>Autumn 1</b> <b>Self Portraits painting</b> <b>Who am I?</b>	<b>Autumn 1</b> <b>Pottery</b> <b>(Diva Lamps)</b>	<b>Autumn 2</b> <b>DT Victorian Toys</b> <b>(textiles and mechanisms)</b>	<b>Spring 1</b> <b>Collage</b>	<b>Spring 2</b> <b>Collage continued</b> <b>Matisse study</b>	<b>Summer1</b> <b>Seaside Printing</b>	<b>Summer 2</b> <b>DT Boats</b> <b>(structures)</b>
<b>Key Questions</b>	What makes me unique? What things are important to me? What do you notice about Kahlo's self – portraits? What symbols did she include and why?	Why are Diva lamps important at Diwali time? Can you describe their shape? How can you make your clay smoother?	What toys do you look to play with and why? How have toys changed over time? What are the similarities and differences between dolls now and dolls in the past?	How do these colours make you feel? Can you sort them into cool and warm? What 2d shapes can you see?	How do you think this picture was created? What art did Matisse like to do? What shapes can you see? How have they been arranged? Why do you think Matisse stopped painting and starting creating his 'cut outs'?	What do you see at the seaside? What can you do at the seaside? What shapes can you see? What colours remind you of the seaside?	How can Max get off the island? How do boats stay afloat? What properties will the materials need to have? How can I check if my chosen material will work?
<b>Key Texts/links</b> <b>Artists/designers</b>	Link to who am I/new beginnings	RE- link to Diwali	Link to history Victorian toys	The Emperor's Egg – Martin Jenkins The Odd Egg – Emily Gravett Penguin Small – Mick Inkpen mall	Henri Matisse	The Lighthouse Keeper's Lunch Series: Ronda & David Armitage Poetry The Owl & the Pussy Cat- Edward Lear & Charlotte Voake	Where the Wild things are Link to science materials
<b>Cultural Capital / Enrichment</b>	Celebrating the countries in the world that children come to Normand Croft from.		Fulham Palace – Old Toys session	Science museum Antarctica talk	French culture		Seaside Trip
<b>Art/DT skills</b>	Look closely at artwork and ask and answer questions. Show pattern and texture by adding dots and lines (create	Respond to sculptures and craft artists to help them adapt and make their own work Handle and manipulates rigid and	Research toys/dolls and make comparisons between old and new. Select tools and equipment to cut,	Use a combination of materials cut, torn and glued. Use scissors carefully to cut shapes.	Describe the work of notable artists and use the ideas studied to create pieces. Mix primary colours to make secondary	Use a range of materials creatively. Choose colours carefully to represent real life objects.	Generate, develop, model and communicate ideas through talking. Select from and use a wide range of materials and

	face features e.g. eyes) Use thick and thin brushes and mix primary colours to make secondary. Describe the work of artists and use the ideas behind their pieces	malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Use clay to construct a simple functional form such as a pinch pot smoothing and joining clay with care.	shape, join and finish. Measure and cut textiles. Join textiles together to make something. Evaluate my work against the design criteria.	Arrange pieces together to form a recognisable image	and create colour wheels. Understand the term 'abstract'  Use a combination of materials cut, torn and glued.	Use two different printing techniques to make a print. Use printing techniques to create patterns and shapes to make a picture. Practise and evaluate a technical process	components, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks Use joining, folding or rolling to make it stronger Judge and evaluate work against the design criteria- did it float?
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### Art/DT: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Self Portrait Drawing/Collage</b>	<b>Poppies Water colour Painting</b>	<b>Moon Buggies DT Mechanisms</b>	<b>Fire! Painting/collage/silhouettes</b>	<b>Puppets DT Textiles</b>	<b>Paper Weaving Art/DT Textiles</b>
<b>RT</b>	How would you describe this artwork to someone who couldn't see it? What fruits/veg have been used for the main facial features? What do you notice about the person in this painting?	What is Remembrance Day? Why is the symbol of a poppy used for Remembrance? What can you see when you observe plants closely?	How do vehicles move? What are the differences between different types of vehicles? What would Bob need on his buggy to successfully explore the moon?	How do you think these artists went about painting these images? How else did the artists know what the Great fire looked like? How do the images make you feel?	What are puppets used for/who might use them and why? How do puppets work? What makes a puppet more fun/interesting?	What is a complementary colour? How were these designs created?  What patterns can you see?
<b>Key Texts/link</b>	link to science topic Healthy Me	Link to history Remembrance day	Space/Bob and the Moontree Mystery	The Baker's Boy & the Great Fire of London- Tom & Tony Bradman		Grace and Family, Amazing Grace

		Beatrix potter- Victorians				
<b>Outdoor learning opportunities</b>		Sketches of plants		Boat trip along the River Thames		
<b>Cultural Capital / Enrichment</b>	Italian artist- link to Europe			See London landmarks from the Thames on a river cruise.		
	<p>Describe the work of notable artists and use the ideas studied to create pieces.</p> <p>Use a combination of materials cut, torn and glued.</p> <p>Use a combination of shapes</p> <p>Sort and arrange materials to form a facial composition.</p>	<p>Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines.</p> <p>Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>Use thin brush strokes</p> <p>Use white to make tints</p>	<p>Research the purpose and use of different types of vehicles. Design by using pictures, diagrams, model mock-ups and labels. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Join materials together as part of a moving product. Use axels and wheels in a product.</p> <p>Test, judge and evaluate against the design criteria.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Add white to colours to make tints and black to make tones</p> <p>Cut out shapes carefully.</p> <p>Use a combination of materials cut and glued.</p> <p>Arrange shapes to create an image.</p> <p>Use careful brushstrokes to blend colours together creating a gradient.</p>	<p>Describe designs by using pictures, diagrams, model mock-ups, words and ICT.</p> <p>Select tools, materials, equipment and components to help them make their puppet Measure and cut a piece of fabric</p> <p>To thread a needle and use a simple running stitch. Tie off the thread.</p> <p>Decorate the material to give the puppet features.</p>	<p>Explore the technique of weaving and experiment to produce woven effects.</p> <p>Select complementary colours to create effect.</p> <p>Use simple over/under weaving techniques.</p> <p>Explain and describe the technique of weaving.</p> <p>Measure and cut accurately.</p>

#### Art/DT: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle A	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Patterns Sculptures	Egyptian masks Sculptures	Egyptian Shaduf DT structures	Iron man sketching	Cave Painting	Flowers painting	DT Dream Catchers Textiles
Key Questions	Which natural materials has Goldsworthy used in these sculptures? Why do you think he used natural materials to make sculptures? Why do his sculptures change over time? What do his sculptures make you think of? What are the similarities and differences between these artists work?	What are death masks and why did the Ancient Egyptians use them?  Who were they for and how were they designed to look?  Why have you chosen to use this colour? Shape? Embellishment?	What is a shaduf and what was it used for? What materials would be suitable and why? How can you make the sticks stand?	Which iron man image is your favourite and why? How did the artist create light and dark?  Which shading technique did you find was the most effective?  What are the pros and cons of working with chalk and charcoal?	Why was cave art created? Why are cave paintings an important way for us to learn about life in this time? What images can you see and why do you think the artist chose to draw them?	Can you describe how she's used colour in her paintings? Why did she want to paint flowers so close up? What do you notice about her paintings do parts draw your attention more than others? What shapes can you see? Does the piece make you feel a particular way?	What is the purpose of a dream catcher?  What do you think the different parts symbolise? How do you know if you've been successful?
Key Texts/links	The Green Ship Quentin Blake Andy Goldsworthy Alma Woodsey Thomas	Ancient Egypt The Egyptian Cinderella	Ancient Egypt The Egyptian Cinderella	Iron Man Ted Hughes	Link to Stone Age History	Science link plants Althea McNish and Georgia O'keefe	Link to Native American culture
Outdoor learning opportunities	Using the natural resources in school garden to create patterns and sculptures				Making own charcoal on fire pit	Observational drawings of plants/flowers	
Cultural Capital / Enrichment		Trip to British Museum	Trip to British Museum			Key artists	
Art/DT key skills	Explore and comment on artworks by artists that use natural resources, using visual language (colour,	Gain an awareness, appreciation and understanding of the uses of masks	Research a design and use this information to make a functional product.	Compare ideas, methods and approaches from amongst the class and with known	Use pencil to make line drawings of animals	Describe the work of notable artists and use the ideas studied to create pieces.	Use research and develop design criteria to inform the design of innovative, functional, appealing



	<p>shape, line, tone, texture etc.)</p> <p>Use line, tone, shape to represent things seen, imagined or remembered</p> <p>Select, arrange and combine materials found in the natural environment to create an image- be precise!</p> <p>Experiment and work collaboratively to grow a piece of art using existing ideas and trial and error.</p>	<p>in Ancient Egyptian culture</p> <p>Use appropriate techniques to achieve a variety of interesting effects – such as using papier mache</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Show an understanding of characteristics of masks - exaggeration, distortion, symmetry</p>	<p>Select and use a range of equipment and materials to perform a practical task.</p> <p>Join materials together to enable a structure to stand alone.</p> <p>Evaluate product and test design</p>	<p>artists and say what we think and feel about them, adapting them as needed</p> <p>Drawing: make marks and lines using a wide range of media and experiment with different grades of drawing media.</p> <p>Experiment using different grades of pencil and other implements (charcoal) to draw different forms and shapes and achieve variations in tone.</p>	<p>use shading to create effects</p> <p>Use charcoal or chalk to create form, tone and shape</p> <p>Apply and blend to gradually and gently join two colours, tones or images together</p> <p>Mix paint to create a range of natural colours</p> <p>Experiment with techniques to create different textures - fix with vanish experiment with sand for texture</p> <p>Use feather, sticks or fingers to paint</p>	<p>Use pencil and pastels to create lines and shapes.</p> <p>Represent things observed, remembered or imagined, using colour and selecting appropriate paint and brushes.</p> <p>Blend colours light and dark to create shades and tints.</p>	<p>products that are fit for purpose</p> <p>Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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**Art/DT: Overview**

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle B	Autumn 1 DT Magnetic Games	Autumn 2 Wallpaper printing	Spring 1 Starry Night painting	Spring 2 Mosaics collage	Summer 1 Flowers Painting	Summer 2 DT textiles Bookmarks
<b>Key Questions</b>	<p>What are magnets used for? How do magnets work?</p> <p>Who will your game be for and how will it work?</p>	<p>Have you seen patterns in the natural world?</p> <p>How would you describe the pattern? What can you see?</p> <p>What similarities did you notice? What differences?</p> <p>How would you describe the shapes in this picture?</p> <p>What can you tell me about the colours in this painting?</p>	<p>How does Van Gogh convey the weather in his paintings What shapes and colours has the artist used?</p> <p>How does the artwork make you feel?</p> <p>What's different interesting about the techniques used?</p>	<p>What were mosaics used for in the Roman times? What are mosaics usually made from?</p> <p>What is your favourite Roman mosaic that you have seen and why?</p>	<p>Can you describe how the artist has used colour in her paintings? Why did she want to paint flowers so close up? What do you notice about her paintings do parts draw your attention more than others? Does the piece make you feel a particular way? What are the similarities and differences between these artists' work?</p>	<p>What is the purpose of a bookmark? What materials would be suitable/not suitable?</p> <p>What type of sewing stitch can you remember from year 2?</p> <p>What is effective about this bookmark pattern?</p>
<b>Key Texts/links/ Artists/designers</b>	Link to science magnets and forces	History- Victorians William Morris	Rhythm of the rain	Link to history topic Romans	Science link to plants Georgia O'Keeffe  Althea McNish	
<b>Outdoor learning opportunities</b>		Outdoor observational drawings of plants			Observational drawings of flowers	
<b>Cultural Capital / Enrichment</b>		Trip to William Morris museum -local			Study of black British/Trinidadian artist	
<b>Key art/DT skills</b>	Use research and develop design criteria to inform the design of innovative, functional,	Comment on artwork using visual language.	Describe the work of artists to build understanding. Use work	Describe the work of notable artists and use	Describe the work of notable artists and use	Use research and develop design criteria to inform the design of

	<p>appealing product that is fit for purpose.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate the game against the design brief. Does it meet the criteria? If not, what would you do next time?</p>	<p>Use drawing to express ideas and replicate patterns observed in natural environments. Make printing blocks. (coiled string) or cut polystyrene.</p> <p>Make precise repeating patterns using layers of two or more colours. Practise and evaluate a technical process- printing is not an exact science and mistakes are common!</p>	<p>of other artists as a stimulus to develop ideas. Can learn about 'how to' from studying other artist's work</p> <p>Understand how artists use warm and cool colours and using this when mixing paint to express a mood in a work.</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting</p> <p>Mix and use primary and secondary colours with the addition of black and white and other hues.</p>	<p>the ideas studied to create pieces.</p> <p>Use pencil and pastels to create lines and shapes.</p> <p>Represent things observed, remembered or imagined, using colour and selecting appropriate paint and brushes.</p> <p>Blend colours light and dark to create shades and tints.</p>	<p>the ideas studied to create pieces.</p> <p>Use pencil and pastels to create lines and shapes.</p> <p>Represent things observed, remembered or imagined, using colour and selecting appropriate paint and brushes.</p> <p>Blend colours light and dark to create shades and tints.</p>	<p>innovative, functional, appealing product that is fit for purpose.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities.</p> <p>Evaluate ideas and products against own design criteria and consider the views of others to improve your work.</p>
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**Art/DT: Overview**

<b>Year 4 Cycle A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Patterns Sculptures</b>	<b>Egyptian masks Sculptures</b>	<b>Egyptian Shaduf DT structures</b>	<b>Iron man sketching</b>	<b>Cave Painting</b>	<b>Cut outs Collage</b>	<b>Dream Catchers DT textiles</b>
<b>Key Questions</b>	Which natural materials has Goldsworthy used in these sculptures? What natural materials could you use in your sculpture? Why do you think he used natural materials to make sculptures? Why do his sculptures change over time? What do his sculptures make you think of?	What are death masks and why did the Ancient Egyptians use them?  Who were they for and how were they designed to look?  Why have you chosen to use this colour? Shape? Embellishment?	What is a shaduf and what was it used for? What materials would be suitable and why? How can you make the sticks stand?	Which iron man image is your favourite and why? How did the artist create light and dark?  Which shading technique did you find was the most effective?  What are the pros and cons of working with chalk and charcoal?	Why was cave art created? Why are cave paintings an important way for us to learn about life in this time? What images can you see and why do you think the artist chose to draw them?	How do you think this picture was created? What shapes/object/images can you see? Which artist do you prefer and why? What do you think about their choice of colours -why do you think he chose them?  What do you feel when you look at these artworks?	What is the purpose of a dream catcher?  What do you think the different parts symbolise? How do you know if you've been successful?
<b>Key Texts/links/Artists/ Designers</b>	Andy Goldsworthy The Green Ship Quentin Blake Alma Woodsey Thomas	Ancient Egypt The Egyptian Cinderella	Ancient Egypt The Egyptian Cinderella	Iron Man Ted Hughes	Link to Stone Age History	Henri Matisse Reggie Laurent	Link to Native American culture
<b>Outdoor learning opportunities</b>	Using the natural resources in school garden to create patterns and sculptures				Making own charcoal on fire pit		
<b>Cultural Capital / Enrichment</b>		Trip to British Museum	Trip to British Museum				
<b>Art/DT key skills</b>	Explore and comment on artworks by artists that use natural resources, using	Gain an awareness, appreciation and understanding of the uses of	Research a design and use this information to make a functional product.	Compare ideas, methods and approaches from amongst the class and with known	Use pencil to make line drawings of animals	Describe and compare the work of notable artists and use the ideas studied to create pieces.	Use research and develop design criteria to inform the design of innovative, functional, appealing

	<p>visual language (colour, shape, line, tone, texture etc.)</p> <p>Use line, tone, shape to represent things seen, imagined or remembered</p> <p>Select, arrange and combine materials found in the natural environment to create an image- be precise!</p> <p>Experiment and work collaboratively to grow a piece of art using existing ideas and trial and error.</p>	<p>masks in Ancient Egyptian culture</p> <p>Use appropriate techniques to achieve a variety of interesting effects – such as using papier mache</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Create original pieces that show a range of influences and styles</p> <p>Show an understanding of characteristics of masks - exaggeration, distortion, symmetry</p>	<p>Select and use a range of equipment and materials to perform a practical task.</p> <p>Join materials together to enable a structure to stand alone.</p> <p>Evaluate product and test design-</p>	<p>artists and say what we think and feel about them, adapting them as needed</p> <p>Drawing: make marks and lines using a wide range of media and experiment with different grades of drawing media. Experiment using different grades of pencil and other implements (charcoal) to draw different forms and shapes and achieve variations in tone.</p>	<p>use shading to create effects</p> <p>Use charcoal or chalk to create form, tone and shape</p> <p>Apply and blend to gradually and gently join two colours, tones or images together</p> <p>Mix paint to create a range of natural colours</p> <p>Experiment with techniques to create different textures - fix with vanish experiment with sand for texture</p> <p>use feather, sticks or fingers to paint</p>	<p>Consider how to select colours together- using complementary colours and how to place them on the paper.</p> <p>Cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.</p>	<p>products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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**Art/DT: Overview**

Each unit has a knowledge organiser identifying key vocabulary.

Year 4 Cycle B	Autumn 1 <b>What's that sound?</b> <b>Musical instruments</b> <b>DT structures</b>	Autumn 2 <b>Wallpaper printing</b>	Spring 1 <b>Starry Night</b> <b>painting</b>	Spring 2 <b>Mosaics</b> <b>collage</b>	Summer 1 <b>DT Lighthouses</b>	Summer 2 <b>DT textiles</b> <b>Bookmarks</b>
<b>Key Questions</b>	What materials are used to make the instrument? What part makes the noise? How do you make different notes? What is the structure of the instrument/solid or hollow? Does it have a box, arm, stem, board? What parts have to be strong?	Have you seen patterns in the natural world? How would you describe the pattern? What can you see? What similarities did you notice? What differences? What kinds of things do you see in this picture? How would you describe the shapes in this picture? What can you tell me about the colours in this painting?	How does Van Gogh convey the weather in his paintings What shapes and colours has the artist used? How does the artwork make you feel? What's different/interesting about the techniques used?	What were mosaics used for in the Roman times? What are mosaics usually made from? What is your favourite Roman mosaic that you have seen and why?	What are lighthouses used for? How do lighthouses work? What makes a complete electrical circuit? How will you make it stand?	What is the purpose of a Bookmark What materials are suitable/not suitable? What sewing stitch can you remember from year 2? What is effective about this bookmark pattern?
<b>Key Texts/links/ Artists/designers</b>	Link to science sound	History- Victorians William Morris	Rhythm of the rain	Link to history topic Romans	Science link to electricity	
<b>Outdoor learning opportunities</b>		Outdoor observational drawings of plants				
<b>Cultural Capital / Enrichment</b>		Trip to William Morris museum -local				

<p><b>Key art/DT skills</b></p>	<p>Investigate, disassemble and evaluate a range of musical instruments in order to learn how they function.</p> <p>Identify a purpose for your instrument. Know how materials can be combined and mixed in order to create more useful properties.</p> <p>Select appropriate materials, tools and techniques Be able to join and combine materials and components accurately in temporary ways.</p> <p>Evaluate design ideas as they develop, bearing in mind the users and the purposes for which the product is intended. Show ways of improving your ideas.</p>	<p>Comment on artwork using visual language. Use drawing to express ideas and replicate patterns observed in natural environments.</p> <p>Make printing blocks. (coiled string) or cut polystyrene.</p> <p>Make precise repeating patterns using layers of two or more colours. Practise and evaluate a technical process- printing is not an exact science and mistakes are common!</p>	<p>Describe the work of artists to build understanding. Use work of other artists as a stimulus to develop ideas. Can learn about 'how to' from studying other artist's work</p> <p>Understand how artists use warm and cool colours and using this when mixing paint to express a mood in a work.</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting</p> <p>Mix and use primary and secondary colours with the addition of black and white and other hues.</p>	<p>Describe the work of notable artists and use the ideas studied to create pieces. Use pencil and pastels to create lines and shapes.</p> <p>Represent things observed, remembered or imagined, using colour and selecting appropriate paint and brushes.</p> <p>Blend colours light and dark to create shades and tints.</p>	<p>Select materials and components to make a light.</p> <p>Wire up a circuit to the battery and the switch to make the bulb work effectively.</p> <p>Add materials to make the light reflect efficiently so that it works well and looks nice.</p> <p>Make a tall structure that can stand securely Evaluate the lighthouse against the design brief. Does it meet the criteria? If not, what would you do next time?</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing product that is fit for purpose. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including textiles and according to their functional properties and aesthetic qualities.</p> <p>Evaluate ideas and products against your own design criteria and consider the views of others to improve your work.</p>
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**Art/DT: Overview**

**Each unit has a knowledge organiser identifying key vocabulary.**

Year 5 Cycle A	Autumn 1 Feathers Sketching	Autumn 2 Greek Pots Clay sculpture	Spring 1 DT Pop up card (mechanisms)	Spring 2 Ice Worlds painting	Summer 1 DT Parachutes	Summer 2 Japanese Notan Art
<b>Key Questions</b>	Which front cover illustration is your favourite and why  What colours have been used?  How have they created light and dark in these sketches  Which sketching technique did you find the most effective?	What were ancient Greek pots used for? What do the pictures on the pots represent? Why were the main colours orange/red and black	What is a pop-up card?  Can you identify the different types of mechanisms?  How can I use a mechanism to create a structure?  How can I make it neater and more appealing to children?	How would you describe the lines in this picture? The shapes? The colours? How would you describe this painting to a person who could not see it? Which objects seems closer to you? Further away? What do you notice about the colours in this painting? What colour is used the most? How do you think the artist made this work?	What is the purpose of a parachute? Which type of material would make the best parachute? What changes could you make to improve your design?	What is an organic and geometric shape? What are the positive and negative spaces in this design?  How was the piece created?  How does the piece feel balanced/unbalanced?
<b>Key Texts/links</b>  <b>Artists/designers</b>	Skellig by David Almond	Link to Ancient Greeks		Link to History Shackleton Artist Linda Lang	Link to science Forces	Link to Kensuke's Kingdom by Michael Morpurgo Japanese art
<b>Outdoor learning opportunities</b>					Outdoor space to test parachutes	
<b>Cultural Capital / Enrichment</b>		British Museum trip				
<b>Key art/ DT skills</b>	Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately	Explore Greek pots from photographs. Design your own Greek pot in your sketch book. Knead and mould clay to create a pot with handles	Use research and develop design criteria to inform the design of innovative, functional, appealing products.	Describe the work of notable artists and use the ideas studied to create pieces.	Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagrams,	Can use work of other artists and cultures as a stimulus to develop ideas and ways of creating artwork.



	<p>represent from observation.</p> <p>Convey tonal qualities well, showing good understanding of light and dark on form</p> <p>Explore different pencil grades, shading and hatching techniques and shadow.</p> <p>Use dry media to make different lines, marks, patterns and shapes</p> <p>Confidently and strongly use charcoal/pastels in response to light and dark, shadows and well lit areas</p>	<p>using the coil pot method.</p> <p>Use water and tools and smooth clay and create detailed surface decoration from incising, cutting, pressing and piercing. Paint/decorate clay in appropriate colours.</p>	<p>Understand how structures use the movement of the pages to work. Use a mechanism to control a movement.</p> <p>Use paper, card and glue to make the book structure</p> <p>Make mechanisms and/or structures by using sliders, pivots and folds to produce movement'</p> <p>Make the book look neater/more attractive by using layers using spacers to hide relevant parts of my mechanisms</p> <p>Evaluate ideas and products against own design criteria and consider how to improve your work</p>	<p>Carefully arrange objects to create a good composition (how objects are laid out)</p> <p>Use perspective to show distance in a landscape.</p> <p>Understand how perspective affects size and colour e.g. lighter tones look further away</p> <p>Blend colours light and dark to create shades and tones.</p>	<p>prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing.</p> <p>Strengthen, stiffen and reinforce more complex structures and select from and use a wider range of materials and components,(including construction materials, textiles), according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate ideas and products against your own design criteria and consider the views of others to improve your work.</p>	<p>Select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Consider how to select colours together and how to place them on the paper.</p> <p>Cut multiple shapes with a scissors and arrange these on a surface making sure there is a balance of light and dark.</p> <p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation</p>
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**Art/DT: Overview**

**Each unit has a knowledge organiser identifying key vocabulary.**

Year 5 Cycle B	Autumn 1 Highway Man Ink images	Autumn 2 The Blitz Perspective painting	Spring 1 DT Pop up cards (mechanisms)	Spring 2 DT Weaving (textiles)	Summer 1 DT Parachutes	Summer 2 Islamic art Printing
<b>Key Questions</b>	<p>What images come to mind when reading this poem?</p> <p>What might the trees in this poem look like?</p> <p>Which colours could represent the poem?</p>	<p>What happened in the Blitz?</p> <p>What do these images have in common?</p> <p>How has the artist created the perspective of a street?</p>	<p>What is a pop-up card?</p> <p>Can you identify the different types of mechanisms?</p> <p>How can I use a mechanism to create a structure?</p> <p>How can I make it neater and more appealing to children?</p>	<p>What kind of things did Vikings wear?</p> <p>How were they created?</p> <p>What materials do you think they worked with?</p>	<p>What is the purpose of a parachute?</p> <p>Which type of material would make the best parachute?</p> <p>What changes could you make to improve your design?</p>	<p>What do you notice about the patterns in Islamic art?</p> <p>Which shapes are often used in Islamic art?</p> <p>Can you design your own tile and use lino printing to create your own repeating pattern?</p>
<b>Key Texts/links</b> <b>Artists/designers</b>	The Highway Man by Alfred Noyes	Link to WW11 L.S Lowry		Link to Vikings	Link to science forces	Zarah Hussain (British) Islamic civilization
<b>Outdoor learning opportunities</b>					Testing parachutes outside	
<b>Cultural Capital / Enrichment</b>					Parachute and Gravity workshop at the Army Museum	
<b>Key art/DT skills</b>	Comment on the work of other artists paying particular attention to techniques used and the effect on atmosphere it has created	Take inspiration from other pieces of art painted of the blitz and discuss them e.g. preferences, painting techniques (brush	Use research and develop design criteria to inform the design of innovative, functional, appealing products.	Show an awareness of the natural environment through careful colour matching.  Use a variety of techniques, e.g. printing,	Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces	Describe the work of artists, craftspeople and designers to build understanding and discuss this with others

	<p>Use the work and technique of other artists and literary writers as a stimulus for own artwork.</p> <p>Improve mastery of art and design techniques, including drawing in the context of charcoal.</p> <p>Develop and refine artistic drawing techniques such as blocking, shading, and cleanup</p> <p>Use hatching, stippling and ink wash to create tone and atmosphere.</p> <p>Use simple perspective when appropriate and begin to develop an awareness of composition, scale and proportion.</p>	<p>strokes), build-up of colour.</p> <p>Explore colour mixing and blending techniques. Create a graduated colour backgrounds by building up -starting from the lightest colour to the darkest-. and layering.</p> <p>Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>To understand how vanishing points and guidelines are used to create perspective Using ink/black paint to recreate building shapes along the street.</p>	<p>Understand how structures use the movement of the pages to work. Use a mechanism to control a movement.</p> <p>Use paper, card and glue to make the book structure</p> <p>Make mechanisms and/or structures by using sliders, pivots and folds to produce movement'</p> <p>Make the book look neater/more attractive by using layers using spacers to hide relevant parts of my mechanisms</p> <p>Evaluate ideas and products against own design criteria and consider how to improve your work</p>	<p>dyeing, weaving and stitching to create different textural effects.</p> <p>Select and use contrasting colours and textures in stitching and weaving.</p>	<p>and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing.</p> <p>Strengthen, stiffen and reinforce more complex structures.</p> <p>Select from and use a wider range of materials and components,(including construction materials, textiles), according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate ideas and products against your own design criteria and consider the views of others to improve your work.</p>	<p>Can make connections between own work and patterns in their local environment</p> <p>Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</p> <p>Can explore colour mixing through printing, using two coloured inks, a roller and stencil or pressprint/Easiprint poly - blocks</p>
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**Art/DT : Overview**

**Each unit has a knowledge organiser identifying key vocabulary.**

Year 6 Cycle A	Autumn 1 Feathers Sketching	Autumn 2 DT Bridges	Autumn 2 Greek Pots Clay pottery	Spring 1 Pop Art	Spring 2 Ice Worlds Painting	Summer 1 DT mechanisms Ready Steady Hand game	Summer 2 DT textiles Cuddly toy
<b>Key Questions</b>	<p>Which front cover illustration is your favourite and why</p> <p>What colours have been used?</p> <p>How have they created light and dark in these sketches</p> <p>Which sketching technique did you find the most effective?</p>	<p>What are bridges used for? Can you explain the 4 main types of bridges there are? How are they different?</p> <p>How can you ease the forces of tension and compression in your bridge</p> <p>How could your bridge be improved further?</p>	<p>What were ancient Greek pots used for?</p> <p>What do the pictures on the pots represent?</p> <p>Why were the main colours orange/red and black</p>	<p>How could you describe these artistic styles?</p> <p>Who might the audience be for each of these examples?</p> <p>How has the artist made his work stand out?</p> <p>Think about colour, subject, style of art, composition and materials used.</p> <p>How might you use their ideas on your piece of work? Will the colour, style, subject or composition of the artworks inspire you?</p>	<p>How would you describe the lines in this picture? The shapes? The colours?</p> <p>What does this painting show?</p> <p>How would you describe this painting to a person who could not see it?</p> <p>Which objects seems closer to you? Further away?</p> <p>What do you notice about the colours in this painting?</p> <p>What colour is used the most?</p> <p>How do you think the artist made this work?</p> <p>What sounds would this painting make (if it could)?</p>	<p>What would make the game difficult to complete?</p> <p>What would a good quality base look like?</p> <p>How can you make the buzzer sound or make the bulb light up - depending on which of these you are using?</p>	<p>Can you generate ideas for your design and confidently draw an annotated final design with accurate measurements?</p> <p>#Can you create your product using your design through utilising measuring, cutting and sewing skills taught to you?</p> <p>Can you evaluate your product at the beginning and the end?</p>
<b>Key Texts/links</b> <b>Artists/designers</b>	Skellig by David Almond		<b>Link to Ancient Greeks</b>	Andy Warhol  Roy Lichtenstein  London Eye Mystery text	Link to History Shackleton Artist Linda Lang	<b>Link to science electricity</b>	
<b>Cultural Capital / Enrichment</b>		Into University workshops	British Museum trip				

<p><b>Key art/ DT skills</b></p>	<p>Select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>Convey tonal qualities well, showing good understanding of light and dark on form</p> <p>Explore different pencil grades, shading and hatching techniques and shadow.</p> <p>Use dry media to make different lines, marks, patterns and shapes</p> <p>Confidently and strongly use charcoal/pastels in response to light and dark, shadows and well lit areas</p>	<p>Use research of bridge types and structures to generate ideas that will inform your design including making a prototype</p> <p>Explore and consider the texture and properties of materials to ensure they are suitable for purpose.</p> <p>Explore and select tools to join materials together</p> <p>Reflect and evaluate the end product against the design criteria.</p> <p>Consider the views of others to improve work.</p>	<p>Explore Greek pots from photographs. Design your own Greek pot in your sketch book.</p> <p>Knead and mould clay to create a pot with handles using the coil pot method.</p> <p>Use water and tools and smooth clay and create detailed surface decoration from incising, cutting, pressing and piercing.</p> <p>Paint/decorate clay in appropriate colours.</p>	<p>Analyse different kinds of art, craft and design and gain an understanding of great artists and designers in history.</p> <p>Develop artistic techniques, including control and use of materials in the style of 'Pop Art'.</p> <p>Create block lettering and the inclusion of serifs to extend letters and fill the space. Experiment with intertwining letters.</p> <p>Applying colour carefully and neatly within the lines. Create contrasting backgrounds. Add blocked in shadows to create an effect.</p>	<p>Describe the work of notable artists and use the ideas studied to create pieces.</p> <p>Carefully arrange objects to create a good composition (how objects are laid out)</p> <p>Use perspective to show distance in a landscape.</p> <p>Understand how perspective affects size and colour e.g. lighter tones look further away</p> <p>Blend colours light and dark to create shades and tones.</p>	<p>Develop design criteria to inform the design of functional, appealing products that are aimed at particular individuals or groups. Generate, develop and communicate ideas through discussion and annotated sketches.</p> <p>Model ideas through prototypes. Select from and use a wide range of tools and equipment to perform practical tasks. Accurately cut and assemble a net.</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks</p> <p>Understand and use electronics in their products, make and test a circuit and incorporate a circuit into a base.</p> <p>Evaluate ideas and products against design criteria and consider the views of others to improve your work.</p>	<p>Generate and then create a design through confidently labelling drawings from different views.</p> <p>Create a plan based on design and specific materials that will be used.</p> <p>Measure, mark out, cut, tape or pin fabric with some accuracy. Attach different elements using stitching, using straight stitch, running or cross stitch</p> <p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an artefact.</p> <p>Evaluate end product at the beginning and the end.</p>
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**Art/DT : Overview**

Each unit has a knowledge organiser identifying key vocabulary.

<b>Year 6 Cycle B</b>	<b>Autumn 1</b> <b>Highway Man</b> <b>Ink images</b>	<b>Autumn 2</b> <b>DT Bridges</b>	<b>Autumn 2</b> <b>The Blitz</b> <b>Perspective painting</b>	<b>Spring 1</b> <b>Pop Art</b>	<b>Spring 2</b> <b>DT Weaving</b>	<b>Summer 1</b> <b>DT Ready Stead Hand</b> <b>Game</b>	<b>Summer 2</b> <b>DT textiles project</b> <b>Cuddly toy</b>
<b>Key Questions</b>	<p>What images come to mind when reading this poem?</p> <p>What might the trees in this poem look like?</p> <p>Which colours could represent the poem?</p>	<p>What are bridges used for? Can you explain the 4 main types of bridges there are? How are they different?</p> <p>How can you ease the forces of tension and compression in your bridge</p> <p>How could your bridge be improved further?</p>	<p>What happened in the Blitz?</p> <p>What do these images have in common?</p> <p>How has the artist created the perspective of a street?</p>	<p>How could you describe these artistic styles?</p> <p>Who might the audience be for each of these examples?</p> <p>How has the artist made his work stand out?</p> <p>Think about colour, subject, style of art, composition and materials used.</p> <p>How might you use their ideas on your piece of work? Will the colour, style, subject or composition of the artworks inspire you?</p>	<p>What kind of things did Vikings wear?</p> <p>How were they created?</p> <p>What materials do you think they worked with?</p>	<p>What would make the game difficult to complete?</p> <p>What would a good quality base look like?</p> <p>How can you make the buzzer sound or make the bulb light up - depending on which of these you are using?</p>	<p>Can you generate ideas for your design and confidently draw an annotated final design with accurate measurements?</p> <p>Can you create your product using your design through utilising measuring, cutting and sewing skills taught to you?</p> <p>Can you evaluate your product at the beginning and the end?</p>
<b>Key Texts/links</b>	The Highway Man by Alfred Noyes		Link to WW11 L.S Lowry	Andy Warhol Roy Lichtenstein London Eye Mystery text	Link to Vikings	Link to science electricity	
<b>Artists/designers</b>							
<b>Cultural Capital / Enrichment</b>		Into University workshops					
<b>Key art/DT skills</b>	Comment on the work of other artists paying particular attention to techniques used and	Use research of bridge types and structures to generate ideas	Take inspiration from other pieces of art painted of the blitz and discuss them e.g.	Analyse different kinds of art, craft and design and gain an understanding of	Show an awareness of the natural environment	Generate, develop, model and communicate ideas through discussion,	Generate and then create a design through confidently labelling drawings from different

	<p>the effect on atmosphere it has created</p> <p>Use the work and technique of other artists and literary writers as a stimulus for own artwork.</p> <p>Improve mastery of art and design techniques, including drawing in the context of charcoal.</p> <p>Develop and refine artistic drawing techniques such as blocking, shading, and cleanup</p> <p>Use hatching, stippling and ink wash to create tone and atmosphere.</p> <p>Use simple perspective when appropriate and begin to develop an awareness of composition, scale and proportion.</p>	<p>that will inform your design incl making a prototype</p> <p>Explore and consider the texture and properties of materials to ensure they are suitable for purpose.</p> <p>Explore and select tools to join materials together</p> <p>Reflect and evaluate the end product against the design criteria.</p> <p>Consider the views of others to improve work.</p>	<p>preferences, painting techniques (brush strokes), build-up of colour.</p> <p>Explore colour mixing and blending techniques. Create a graduated colour backgrounds by building up -starting from the lightest colour to the darkest- and layering.</p> <p>Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>To understand how vanishing points and guidelines are used to create perspective Using ink/black paint to recreate building shapes along the street.</p>	<p>great artists and designers in history.</p> <p>Develop artistic techniques, including control and use of materials in the style of 'Pop Art'.</p> <p>Create block lettering and the inclusion of serifs to extend letters and fill the space. Experiment with intertwining letters.</p> <p>Applying colour carefully and neatly within the lines. Create contrasting backgrounds. Add blocked in shadows to create an effect.</p>	<p>through careful colour matching.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Select and use contrasting colours and textures in stitching and weaving.</p>	<p>annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, shaping, joining and finishing.</p> <p>Strengthen, stiffen and reinforce more complex structures.</p> <p>Select from and use a wider range of materials and components, (including construction materials, textiles), according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate ideas and products against your own design criteria and consider the views of others to improve your work.</p>	<p>views. Create a plan based on design and specific materials that will be used. Measure, mark out, cut, tape or pin fabric with some accuracy. Attach different elements using stitching, using straight stitch, running or cross stitch</p> <p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an artefact.</p> <p>Evaluate end product at the beginning and the end.</p>
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